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1995 Charter School Application

Basic Fact Sheet

This basic Fact Sheet will be used by the Executive Office of Education to conduct quick analysis of the applications received. The information furnished below must be accurate, and must correspond to that which is provided in the body of the proposal. This information will serve to provide reviewers at the Executive Office of Education with a snapshot of your proposal.

CHOICE CHARTER SCHOOL

Proposed Charter School Name

Chelsea, MA

School Location (city, town)

Contact Person

First Susan

Middle S.

Last Clark

Organization Choice Thru Education, Inc. Address P.O. Box 505599

City Chelsea, State MA Zip 02150

Telephone (617) 884-4706 Fax (617) 884-1601

Founding Coalition:

(Check Box)

Private
For-Profit

Parents

Teachers

Business

Grade Level

(Check Box)

Elementary

Middle

Secondary

Other

Grade

Level

Projected Student Enrollment

Projected Student Enrollment (1st Year)

45

Projected Student Enrollment (2nd Year)

60

Projected Student Enrollment (3rd Year)

75

Projected Student Enrollment (4th Year)

89

Projected Student Enrollment (5th Year)

105

Total Number of Teachers

3 1/2

Teacher/Student Ratio

1 - 13

In what type of community will
the Charter School be located?

Urban School District

☒

Rural School District

☐

Suburban School District

☐

Other Kind of Community

☐

Do you presently have access to
a facility suitable for a school?

Yes

☒

No

☐

School Focus:

In succinct terms, describe the focus and primary characteristics of your proposed school and/or students to be served, (i.e., math & science, arts, school-based services, at-risk youth, college preparatory, basic skills, interdisciplinary learning, and competency-based learning).

The Choice Charter School will provide quality education to at risk youth entering the 8th, and 9th, grades. The school will promote academic excellence through a program designed to improve skills and motivate youth to successfully complete high school and pursue post secondary education.

Executive Summary (one page):

To help the Executive Office of Education accurately portray your charter school proposal to the public, please attach a one page description of your school. This description should outline, in clear terms, the educational model to be employed; the replicability of that model; student demographics; and other characteristics setting this school apart from other traditional public schools. Above all, this summary should capture the vision of the founders.

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CHOICE CHARTER SCHOOL

ABSTRACT

The **Choice Charter School** will promote academic excellence through a program designed to improve skills and motivate youth to successfully complete high school and to pursue post-secondary education.

The **Choice Charter School** will enroll over a period of 5 years up to 105 socio-economically, racially and culturally diverse youth from the City of Chelsea. We will provide a quality education to at-risk youth entering the eighth and ninth grades, giving them the knowledge required to seek out and enjoy a life that equals that sought after by any other young person with hopes and dreams.

The **Choice Charter School** will be a school that embodies the "American Dream"-- individual rights, political democracy and equal opportunity. Students will not have to fear bad grades, punishment from authorities, humiliation, ostracism or failure.... In the **Choice Charter School** these fears will no longer be used as a lever to keep order or obedience. We will bring out in our students the curiosity to explore to discover and to learn.

It is not enough to simply create an alternative means of education: it is equally necessary to ensure that our students are learning. And, we will meet that obligation. We will clarify for our students the meaning of their experiences in their society. We will provide an environment and opportunities that are challenging to our students, with the right mix of the familiar and the different, and with an awareness of the individual learning style of each student.



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The **Choice Charter School** will provide the knowledge environment and required by youth to assure them of the opportunity and the skills to develop their full potential.

CHOICE CHARTER SCHOOL

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1) MISSION/PHILOSOPHY

A. The Choice Charter School will reach out to socio-economically, racially, and culturally diverse groups of students, in the city of Chelsea offering educational opportunities which will enable them to become active and responsive participants in their community, challenging their interest, generating a positive lifestyle, and making gains in learning and academic achievements. The mission of the Choice Charter School will be to provide the knowledge and environment required by youth to assure them of the opportunity and the means to achieve a life that equals or surpasses one sought after by youth from other more affluent communities.

The progressive school teaches the child to think for himself instead of passively accepting stereotyped ideas; it keeps always in mind the fact that each child is different from every other; and that what makes an educated person useful in his particular walk of life, what makes him interesting what makes him an individual, is not his resemblance to other people but his differences.

John R.P. French Educator

The Choice Charter School will have high expectations for student learning and affirmative behavioral attitudes, while keeping these students actively engaged and interested in the learning process.

Each young person has an inherent desire to succeed. Through the means of cognitive, aesthetic, social, emotional, physical and moral development, we will nurture this desire. We believe that education should prepare our youth not just to earn a living, but to live a life - a creative, humane and sensitive life.

The Choice Charter School will be a sanctuary of knowledge, of learning, of creativity, and of dialogue. The Choice Charter School will be an environment that encourages participation in the learning process by students, parents and teachers. We will not be limited by the boundaries of our local community, but will take a global view of our environment. The Choice Charter School will create the type of environment to which students know they can turn, when they most need it.

The intent of the Choice Charter School is to insure at risk youth of the opportunity to develop their full potential. We want an urban school which expects high performance and achievement for its students, which promotes an environment conducive to learning, which demands mutual respect and personal responsibility, and which views each member of the school as a valued part of the larger community.

In The Alternative School Choice, the Center of Evaluation Development and Research of Phi Delta Kappan define standard qualities required for an effective alternative school or program.

- Small size
- Egalitarian culture
- Participatory decision making
- Organizational flexibility
- "Success" based learning
- Comprehensive goals

In School Dropout: A Survey of Local Programs, the U.S. General Accounting Office reports a number of elements strongly related to program success:

- Caring and committed staff
- A safe learning environment
- Personalized instruction
- Low student/teacher ratio and
- Program flexibility (i.e. hours and/or curriculum)

In Dropout Prevention: What We Have Learned, the Education Resource Center sites six elements of special programs for at risk students.

- Smaller classes with low teacher/student ratio
- Personalized and individualized attention to students needs
- Vocational work related or community service component
- Remedial instruction or tutoring in basic skills
- Immediate feedback and rewarding student achievement
- Emphasis on developing special teacher and student cultures
and developing pride in the program itself as being something special

Although the research documents these elements as crucial factors in insuring at risk youth success, too often, the public schools due to bureaucratic red tape, inertia, politics, lack of commitment to education and to youth racism, sexism and mismanagement of resources,(both human and fiscal) ignore this blatant reality. There are no instant solutions, but commitment, planning, design, and implementation will provide meaningful and effective education for our most at risk youth.

Choice Thru Education, Inc. in its 28 years has addressed the needs of its youth and their families, but with severe limitations. In most cases, unable to substitute for the public schools, we have had to supplement and frequently had to undo the damage done. In spite of these limitations, our track record has been impressive. While Chelsea High reported a 52% drop out rate, Choice reported among its students attending the high school a 4% drop out rate. The majority of our students were amongst those at greatest risk, but intensive intervention assisted in keeping them on track. We have felt for many years that without the negative impact of the public school, our student would not just graduate, but would excel.

It is our intent to implement a Charter School which meets the needs of our students, develop their skills, and challenge them to achieve their greatest potential. As a city, state, and nation, we can not afford to lose talented youth labeled "at risk" and accordingly discarded. The Choice Charter School will demonstrate that a diverse student population of inner city youth will successfully complete high school and pursue meaningful post secondary education.

1) B. Impact Charter School Will Have on The State Of Public Education.

The implementation of a Charter School will provide a basis of comparison for what can be accomplished with at risk youth with what has been happening in the public school system.

- The Choice Charter School will have high expectations for high student performances vs. low expectations contributing to lower student performance.
- The Choice Charter School will have staff who view their role as educational leaders vs. school committees and administrators who fail to provide leadership and teachers who view their roles as followers.
- The Choice Charter School will vary instructional strategies vs. schools where teachers dominate and teach to the lowest common denominator.
- The Choice Charter School will develop a curriculum guided by an assessment program to accurately evaluate and improve student performance vs. a fragmented curriculum and poor flow of information for assessing student performance.
- The Choice Charter School will emphasize participatory decision making and organizational flexibility vs. systems with top down management and bureaucratic red tape.

It is expected that the charter schools will demonstrate the strengths of the educational reform bill and develop methods and techniques which can be replicated in the public school systems. Although public schools must meet the obligation under the School Reform Bill, frequently the size and conflicting demands on a total system prevent implementation as intended. It is hoped that with the realization of the success of the Charter Schools that school systems will enthusiastically adopt what works.

2) SCHOOL OBJECTIVE

A. School's Broad Academic Objective For Student Learning

The ultimate goal of the Choice Charter School is to demonstrate that our youth with an effective school program will improve academic achievement, motivation, and self esteem leading to successful graduation from high school, and successful completion of post secondary education. To achieve this goal, the school must meet both academic and nonacademic needs. We could be accused of having too narrow a focus, but we feel strongly that until the playing field is equalized it must be our goal. Non inner city youth routinely envision college as part of their future; our youth envision unemployment, welfare, and/or unskilled and low paying employment. It is our role to teach and to assist our students to master the skills necessary, and to encourage, prepare, and promote their readiness to enter and succeed in post secondary education. In this sense we hope to be positive enablers.

To earn a diploma our students must "read, write, and do arithmetic" within the context of demands for the 21st. century. Thus our students will have a curriculum which emphasizes the development of critical thinking, communication, qualitative and quantitative skills. The academic program will bridge the gap between concrete and abstract thinking using a variety of strategies including computer assisted instruction, self paced and individualized competency based curriculum, enrichment activities, mentoring, and internships. Teaching strategies will incorporate individual learning styles and build upon the strengths of the students. Teaching techniques will engage students in the learning process i.e. cooperative learning where by groups work cooperatively on tasks requiring information sharing and problem solving.

Students at the Choice Charter School will:

- Establish a sense of competency and academic achievement
- Improve motivation
- Establish positive relationships with teachers and adults

The Choice Charter School will:

- Develop educational plans to meet the needs and interests of the students
- Improve quantitative and qualitative skills
- Provide a safe nurturing environment meeting the needs of a racially, ethnically, and linguistically diverse student population
- Provide a program of academic services designed to support and encourage students through the awarding of their diploma and on to post secondary education.

2) B. Non-Academic Goals For Student Performances

For the past 28 years, Choice Thru Education, Inc. has emphasized the importance of providing service to adolescents in a holistic environment. To assist youth in breaking away from the cycle of poverty, we must improve motivation and achievement, and also help them to respond to the pressures and demands of everyday life. Individual and group counseling, programs and workshops dealing with issues such as anger and violence, family and peer relations, substance abuse, sexuality etc. must be offered to assist young people growing up in today's harsh realities.

Factors affecting student performance such as pressures from home, from peers, and from the streets can be supplementary addressed within the context of the activities and services available at Choice Thru Education Inc. With its central location in the community and its safe and secure environment, the students and their families can find a safe haven, where they will also find assistance. ESL classes for adults, a facility available for neighborhood groups and meetings, cultural festivals etc. are some of the activities which bring families together.

Non academic activities will be an important part of The Charter School.

Community Service Projects:

Community Service Projects such as tutoring afternoons at the local housing projects and the Boys and Girls Club, and volunteering at day care centers are important for developing self worth, assuming responsibility for community well being, and exposure to educational and career opportunities.

Athletics:

Activities such as sports encourage personal development and awareness. All students will participate three times per week in either a team or individual sport. Although the building currently is lacking athletic facilities, time is scheduled at the Armory for basketball and indoor soccer. Choice Thru Education currently sponsors a six team soccer league. The Choice Charter School will be eligible to field teams.

Mentoring:

Each student will be assigned a mentor upon entering the school. Mentors will be recruited from businesses such as Hill Holiday, and Cosmopoloulas in Boston (currently 10 are working with young mothers in the Pregnant and Parenting Tecn Program), General Electric in Lynn, and particularly from successful graduates of other Choice programs such as Upward Bound. The qualification for being a mentor will not be based upon financial or academic success, but persons reflecting values important to personal development, social responsibility and who will function as role models.

Independent Study Project:

Throughout the first semester of each year students will identify an internship or project, he or she will undertake for three weeks in January. Instead of regular academic components, each student will propose a project ranging from community service to career exposure with a firm or business, to an intensive reader program. All students will submit a final report of what was attempted and what was achieved. Students will be encouraged and guided by teachers in developing a project, but the emphasis will be on allowing the student a success resulting from his or her own effort.

Participation In Charter School Governance Systems:

The entire student body of the school will function as a government of the whole, a working experience in democracy. School officers will be elected on a semi-annual basis, and will meet as the executive committee on a weekly basis and report to the entire community on a monthly basis. All operation issues will be presented to the student body for approval, regular disciplinary matters will be referred to the judicial board and composed equally of students and staff.

Outward Bound Experience:

Prior to opening of school all students will participate in a 5 day outdoor trip. These trips are designed to foster group cooperation and further individual growth and confidence. Campsites at various state parks will be utilized.

3) STATEMENT OF NEED

A. The Need For This Type of School

Chelsea: A Unique Situation

Chelsea, Massachusetts is a unique city in a unique situation. Overshadowed by the "The Bridge" that passes over it, Chelsea has been in socioeconomic free fall since the mid-fifties, when the construction of the Tobin Bridge turned a thriving immigrant community into a depressed economic area in a single generation. After 50 years of under funded neglect, the operation of the Chelsea public school system itself was turned over to Boston University in 1989. In 1991, Chelsea became the first city in Massachusetts to be placed under receivership since the Great Depression, and now remains under the control of a state appointed receiver. Despite this decline, a tradition of cultural integrity has survived adversity to serve as the foundation for the renaissance that is now beginning to address many of the community's problems. The current concern about improved education is indicative of the community's organized response to the problems faced by Chelsea residents.

Chelsea: The Economic and Social Environment

By any yardstick that you might use, Chelsea measures up as one of the most disadvantaged cities in this Commonwealth, and therefore one of the communities where a Charter School is needed to reverse the educational decline of the city's public school system.

Chelsea, Mass., is a traditional "gateway community" which has welcomed successive waves of ambitious, but impoverished immigrants from all corners of the globe. From Eastern Europe and the Caribbean, Central and South America, Cambodia, Italy, Vietnam, Poland -- with a dozen accents, they come to tiny Chelsea to work, to study, to raise their families. The city is deeply marked by its immigrant experience, which often plays out in intergenerational tension as patriarchal families fall under siege from poverty, American individualism, and the consumer/youth culture.

With a (probably under counted) 1990 census population of 28,710 -- 31% from Hispanic cultures, 4% Afro-American, 5% from South East Asian cultures -- Chelsea is generally regarded as the poorest community in the Commonwealth of Massachusetts.

Some Salient Features:

- Chelsea is a city of the young. Nearly 30% of the total population (42% of the Hispanic population) is below the age of 20. According the blue ribbon Chelsea Health Committee, as many as 40% of Chelsea's children have learning disabilities or serious mental health problems that limit their potential.

- The school dropout rate is reported at 50%. Chelsea's teen birth rate is fourth highest in Massachusetts: one out of four teenager girls is a mother.
- Seventy-five percent of Chelsea's school-aged children and their families receive some form of welfare assistance.
- Twenty percent of Chelsea families -- 41% of minority families -- below the federal poverty line.
- Thirty-eight percent of Chelsea's children below the age of 18 live in poverty. Thirty-four percent of Chelsea households (44% of Hispanic households) are led by a woman with children. Sixty percent of those families live in poverty.
- Chelsea has undergone a rapid demographic transformation. Over the past 10 years, the Hispanic population has increased 154% -- while the non-Hispanic population has dropped 20%. The Hispanic community is predominantly Puerto Rican, but there are significant immigrant groups from El Salvador, Columbia, Honduras, and the Dominican Republic, and notable local families from all over South America.
- Fully 40% of Chelsea minority citizens report they speak "little or no English."
- Minority students now make up 66% of the school-age population. Chelsea students are 55% Hispanic, 5% Afro-American, 12% Asian.

Chelsea has the third lowest percentage of high school graduates, the third lowest percentage of college graduates, the smallest work force of any city in the state (due, probably to the fact that it has the second smallest population of any city in the state), and is the youngest community in the state, with the lowest percentage of residents over the age of 25. In 1990, for example, less than 2% had post-secondary educational achievements.

38% of the area's residents receive Aid to Families with Dependent Children or General Relief, and 32.6% are receiving assistance from the Social Security Administration.

In recent years, the civic and governmental structure of the community has undergone a traumatic reorganization. A federal investigation led to the indictment of two former Chelsea mayors, and drew a guilty admission from a third. Well-publicized corruption charges are pending against another half dozen policemen and former city officials. As the demographics of Chelsea shifted, as the minorities became a (still non-voting) majority -- according to federal law enforcement officials -- Chelsea's old power structure fostered a culture of corruption in city government. Four years ago, in a gesture of despair, Chelsea's elected officials invited Boston University to take over the management of the failed public schools.

In 1991, the state placed the whole city in Receivership, canceling elections and pre-emptying all local elected and appointed city officials. In 1992, the US Dept. of Justice designated the half-mile square neighborhood surrounding the Choice Resource Center as one of the 16 federal "Weed & Seed" districts nationally -- notably at-risk and poverty-ridden residential neighborhoods which have been subjected to intense federal and police efforts to root out an entrenched drug industry.

These statistics indicate that Chelsea ranks among the most disadvantaged communities of the Commonwealth. The proposed Charter school is particularly appropriate for the city of Chelsea because of these unique circumstances.

Chelsea: The Educational Environment

The Chelsea public school system has long been recognized as one of the worst in the state. In 1982, Boston University was nominated to act as the de facto receiver of the public school system, making Chelsea the first city in the Commonwealth to "privatize" its public school system by turning the operation of the of the system over to a private vendor.

A significant percentage of Chelsea's parents and students in the system, are dissatisfied with the Chelsea public school system. In fact, many residents believe that the quality of the education in the state's worst public school system has actually declined since Boston University's management of the Chelsea public school system.

Within the school system itself, stability, leadership, and social cultural sensitivity have been lacking. The school system has been administered by three superintendents, and the high school in particular, has just been introduced to its fourth Principal. Special programs appear one year and disappear the next. Administrative and disciplinary policies are just as unpredictable. The faculty and students grow cynical due to the general lack of continuity. As the valedictorian of the class of '93 so brilliantly expressed in her graduation speech,..."The class of '93 should be remembered as the most outstanding class of them all, because we are the survivors; we are the ones who lasted through the turmoil and the constant changes..." This was the first class to begin and end their high school careers under BU administration.

Today, the drop-out rate at the high school is again estimated at 51% according to the Boston University 3rd Annual Report to the Legislature. Most of the drop-outs have been through the ninth grade at least twice, failing simply because their time in class was rare or sporadic, due to revolving suspensions or inability to endure 96 minute classes. Some passed the ninth grade after their second attempt only to get caught twice in the tenth.

Public Education in Chelsea is taking place in a laboratory. The underachieving, who either were given up on or gave up on themselves, settled into Choice Thru Education, Inc., a place in the city where they feel cared for and that they trust. When they were still willing to try to succeed in school, they would come to Choice Thru Education to do their homework, to receive tutoring, and to find help in dealing with their problems. As this unhappy chapter in their education closes, they search with little conviction for an alternative route.

Teachers in Chelsea have long been demoralized by the extremely unpleasant working conditions in an old dilapidated physical plant, antiquated facilities, outdated books, and the lack of resources that have characterized the Chelsea public schools for many years. Now, under Boston University, teachers are also suffering from the inability to control the environment in their own classrooms due to the rigid, top-down management structure that B.U. has imposed on the Chelsea school system.

This is a situation that cries out for change. The Chelsea school system is ready for a change. The city cannot go back to its old educational model, nor is the new addressing the needs of many at risk youth. By inviting Boston University in to run the schools, Chelsea set a precedent for "privatization" of public school systems. Now, through the Choice Charter School, we have an opportunity to demonstrate how privatization can decrease costs and increase the quality of education in an urban school system.

A school system in which students play an important role in determining the curriculum, the syllabus, and even the pedagogical techniques offers an alternative to the high percentage of students that are now dropping out of Chelsea High.

On the basis of focus groups, individual interviews, and the literature of the field, it is imperative to match the beliefs of student population, and pace them into a new appreciation of themselves. By and large, Chelsea's public school students do not expect to go on to college, but they know that they are not receiving an education that will prepare them for adulthood. This encourages the high drop out rate.

In Chelsea, a self-directed, self-paced educational model, interspersed with other activities in a depressurized, humanized environment, would provide a real alternative to the situation in the Chelsea school system.

Parents and kids tough it out, but the gritty reality of Chelsea's streets is corrupting, confusing, disillusioning. With skimpy school budgets crippling a still weak school system, teen alienation and drop-out rates remain painfully high. The local high school still loses half of its student body before graduation.

In Chelsea, Choice is the only private entity which is authorized to grant Chelsea High School credits -- a legacy from the decades in which Choice offered the only summer school courses available to Chelsea youth.

In Chelsea, when it comes to education, Choice Thru Education is the home of the second chance (and the proposed Choice Charter School will make us more so). Choice offers a challenging but supportive environment where a young man or woman confronts the brutal truth that only he or she --by an act of choice, commitment, and will-- can rise above the future of marginal employment, boredom, and mere substance to which modern society limits those who are uneducated, and unprepared.

Over the past 28 years, Choice has helped over 3,000 young men and women put the lie to those who correlate social, educational, and career achievement solely with the family wealth. The vast majority of Choice alumni have earned high school diplomas; a majority have earned two or four - year college degrees. Many have graduated with distinction from our nation's leading universities. The young people in our program are very aware that Choice has been an avenue for many young poor kids who have bootstrapped their way up.

Choice has worked with the toughest kids in the state. For a decade (1974-84), under a contract from the Mass. Dept. of Youth Services, Choice provided an alternative school for court-associated at-risk Chelsea youth. Students in our current programs have tough shells, but there is no comparison. We can reach these kids. And, although some the young people themselves might today bet money against the prospect, we can get them into college.

Chelsea and the youth of Chelsea carry a reputation, but our experience is that through staff that operate close to the kids -- with local youth workers, counseling by community-based professionals, programs that reach out to the parents and friends and work with a youth's local support network -- we can get around the barriers that many of these youth set up to protect themselves. Because we can connect, we can educate.

The Chelsea School Department and the BU/Chelsea School Management Team have long urged Choice to develop an alternative school for the "difficult" students now being routinely suspended and expelled at Chelsea High, but long-term funding has not been available. With the enactment of 1993 legislation allowing local agencies to establish alternative "charter schools" in 1995, Choice is now in a position to plan and implement a sustainable alternative education program for Chelsea teens. Our experience working with these youth on a daily basis, and the respectable academic record most of these young men and women achieve in Choice's summer academic enrichment programs (Upward Bound and MEOP), gives us confidence that we can successfully engage these at-risk students.

4) PROFILE OF FOUNDING COALITION

Choice Thru Education, Inc. with a 28 year history of providing services to youth and their families in the cities of Chelsea and Revere has always espoused the philosophy that education is the most effective tool for empowerment; hence, the corporate name. Choice Thru Education, Inc. is about education.

The Choice family, board, staff, students, alumnae, parents, and community members eagerly followed the legislation leading to the enactment of the Educational Reform Bill. We recognized early on that this was the means to found a school which capitalized on our experience with "at risk" youth and met a true need of the community and our youth.

It has been the mission of Choice to focus on promoting academic achievement and college as the way "up and out" for poor youth. This was accomplished through supplementary educational services i.e. summer, after school, evenings, and weekend programming (although in fact many of our youth, through summer school credits were promoted and graduated from high school).

Pregnant and parenting young women have attended the Choice program while considered enrolled in the Chelsea School system. They have been counted as students in the Chelsea School system for reimbursement purposes, but until 2 years ago were supported entirely by soft money raised by Choice. For the past two years Choice has received \$22,500. annually from the Chelsea School Department for up to 35 young women attending Choice, Monday through Thursday from 9:00 A.M. to 2:00 P.M.

The passage of legislation authorizing the establishment of a charter school galvanized the Choice Thru Education, Inc. Board. The majority of members were previously affiliated with the program as either students or staff and recognized the opportunity the legislation presented.

The board of Choice Thru Education, Inc. unanimously supports the founding of a Charter School. Members of the subcommittee formed to develop the Charter School are:

Joel Uchenick, President of Sherbrooke Associates, Inc., an international consulting firm, Assistant Director of Choice Thru Education, Inc. 1968 - 75.

Dr. Martha Morrison, former faculty member of Brandies University, currently instructor at Boston College; Educational Counselor at Choice 1969 - 1978,

Judge Helen Moreschi - alumnae 1970 and former staff person, Clinton Elliott - alumnae 1979; Attorney/International Jurist.

Wayne Mahon - alumnae 1969 engineer with General Electric

The members of Choice working together for the Charter school represent years of experience, commitment and activism in the Chelsea community. This is not a response to a current programming fad, but the potential realization of a dream. The decision was reached that developing a charter school was feasible. A working committee was established consisting of:

Susan Clark, Choice's founder and Executive Director, was the City's Community Representative on the Mass. Department of Education's Boston/Chelsea Urban Team, chair of the Chelsea Executive Advisory Board set up under the 10 year contract that brought Boston University into Chelsea, a community spokes person for new schools, and served as chair of Chelsea's Prop. 2 1/2 Override Committee. Daniel Viggiani, an activist, Choice Counselor/Educator, and formerly staff Director of the Commission of Hispanic Affairs, and currently and active Board member. Robert Hightower, an alumnae of the Choice, Upward Bound, Counselor and Supervisor at Choice, student at University of Massachusetts, community activist, and parent of children in the school system. Hannah Haynes, Teacher/Coordinator of Choice, Pregnant and Parenting Teen Program, doctoral candidate at Boston University and Teacher in Upward Bound. William Hill. alumnae of Choice, Upward Bound, Coordinator and Educational Counselor. Karen Benton, alumnae, Administrative Assistant, formerly a Counselor, the parent of two children in the school system. Sergio Zavala. alumnae 1987, Instructor in math and science.

Currently the committee is proceeding with formalizing the charter school governance structure. The Choice Charter School will be incorporated as a non-profit corporation under M.G.L. c.180. The board of trustees will be the public agents authorized by the commonwealth to supervise and control the charter school. M.G.L. c.71 s.89. Members of the non profit corporation will represent a diversity of interest from students, parents, staff, and the corporate, academic, and professional community.

Choice Thru Education, Inc. In concert with its excellent access to a wide variety of community groups, human services agencies in the fields of housing, health care, and welfare services, a positive image in the business community, and high credibility among service recipients, has the ability to mobilize coordinate a wide range of agencies in this effort, including the Commission on Hispanic Affairs, Latin American Cultural Association, Community Action Program, Headstart, Chelsea Alcohol and Substance Abuse programs, Boys and Girls Clubs of Boston, and other community organizations.

In addition the Choice Charter School will seek a closer relationship with Curry College, which is nationally recognized for its work with special populations, the ASAP Drug and Alcohol Program, prospective mentors, sites for internships and other support systems for the non-academic objectives of the school.

5) SCHOOL DEMOGRAPHICS

A. Location

The school will be located in the Choice Thru Education, Inc. facility located at 140 Pearl Street. The building will be sufficient for the first two years of the Charter School, but as enrollment increases, it will be necessary to either extensively renovate or seek another facility. Currently available for use are 3 good size classrooms, office space, kitchen, and recreation hall. The bathrooms are in the process of being renovated for handicapped accessibility through funds received from the "Weed and Seed, Safe Haven monies. Potential for renovation include a 6,000 sq. ft. basement and a 3,000 sq. ft. brick building adjacent and attached to the Pearl Street building.

B. Rationale for This Location

Located in the center of Chelsea's "Weed and Seed" Project, the site is owned by the parent organization, and is in an easily accessible section of the city, in the midst of a neighborhood from which the majority of the school's target population will be drawn. The site is uniquely attractive for this application because much of the interior space is a clear span that can be renovated to suit different projects over the course of the school's lifetime, providing room for expansion (there is a 6,000 square foot basement that can be fully renovated, and the building superstructure will support the addition of a second or third floor.) It is expected that in time the uniqueness of the Charter School concept will attract the attention of funders, but currently monies are not available for a facility. Other facilities looked at including the about to be vacated Chelsea Public Schools do not appear to be financially feasible.

C. Unique Demographic Characteristics

The population of the Choice School will reflect the demographics of the Chelsea school age population. As described, the majority of students in the system are Latino with the remaining primarily South East Asian, Afro American, and European American. Choice Thru Education, Inc. has historically reflected the most racially, ethnically, and linguistically diverse population of both students and staff of any organization in the city. A review of the Choice statistics from inception provides an over view of the demographic change within the city in the past 25 years.

The specific focus of our school is on at risk youth. The majority of our students will come from single parent households, headed by a female. In many instances, the student herself will be a single parent, frequently a victim of domestic violence. Based upon the pregnant and parenting teen population currently served in our program we will have between 5 to 8 young mothers in the first year alone. Youth with poor attendance and grades will be candidates for our school. Young fathers, recent immigrants, and victims of child, sexual, alcohol and substance abuse will be among the students in our school. The majority will come from families where poverty is a fact of life. For most of the families, lack of access to equal opportunity in all facets of their lives prevents them from attaining the American dream.

D. The Enrollment Projections Are As Follows

Year - 1	Year - 2	Year - 3	Year - 4	Year - 5
48	60	75	89	105

Maximum enrollment will be 105.

E. The Initial Year Of Services

The initial year will serve 48 students, 24 in the 8th, grades and 24 ninth graders.

6) RECRUITING & MARKETING PLAN

A. Publicity

Choice Thru Education, Inc. has a long standing reputation and long established contacts within the community which will be utilized in terms of initial contact. Chelsea is currently in the process of building all new schools, therefore, we must present a convincing and real picture of the school we envision and why parents or legal guardians should enroll their children. In turn we must present a cogent case to students as to why it is in their interest to enroll. Familiarity with the agency by educators, community agencies, alumnae, community leaders, parents and youth allows us to introduce this charter school with an already established record of success and basis of trust.

B. Outreach Activities

- Articles in the Chelsea Record and Boston Sunday Globe, "North Weekly" section, El Mundo, FARO,
- Community meetings
- Cable T.V.; Choice has produced several videos of the existing programs.
- Mailings to parents of all 7th, and 8th, graders.
- Contacts with local agencies:

Community Action Program Inter City (CAPIC)
Boys and Girl's Club
Commission of Hispanic Affairs
Centro Hispano
Cambodian Community Association of Mass. (CCM)
Alcohol Substance Abuse Program (ASAP)
Chelsea Housing Authority

Reaching Out to Chelsea Adolescents (ROCA)
Department of Social Services and Welfare

With over 150 high school age youth enrolled in our programs, of which many would have eligible siblings and many alumnae in Chelsea with children, we have a pool of applicants in our current data base.

Brochures including a description of who we are, what a Charter School is, student/teacher ratio calendar and other pertinent information in English, Spanish, Khmer, and Vietnamese will be distributed. A Choice Reunion to be held in May, 1995 with approximately 400 alumnae and friends provide a forum for building additional support. During the months of March and April a minimum of 2 Open Houses will be held for parents and community members interested in the Choice Charter School.

C. Recruitment

Efforts to recruit students without parents to advocate on their behalf.

Recognizing that many parents will be unaware of the Charter School, we will make efforts through the youth in our various programs to inform potential students.

Much of the impetus for a school comes from requests by our student body over the years. Youth are very aware of what they are not receiving and thus are eager to have their siblings benefit. If a youth shows interest we will contact the parent or legal guardian to provide them with information.

The majority of young women in our Pregnant and Parenting Teen Program were self referred. Chelsea is a small enough community that networking among the youth is extensive.

7) ADMISSIONS POLICY

A. Student Selection

Applications for admissions to the Choice Charter School will be open to all children in the City of Chelsea who will be entering the eighth and ninth grades in September of 1995. The student population of Chelsea is diverse and, with few exceptions, under educated. In addition, the majority of the children in the city require services that the schools are unable, and/or unwilling, to provide (see Statement of Need). The Choice Charter School will recruit students who are finishing the seventh and eighth grades in the city and who have documented needs which indicate that they are substantially at risk of leaving school subsequent to that grade. At-risk factors will include, but are not limited to, one or a combination of the following:

1. English-language
2. Retention-academic or other
3. Single-parent household
4. Pregnancy and/or early parent-hood
5. Chronic absences from school
6. Recommendation from junior-high guidance counselors for unusual interventions.

B. Process

The application process will consist of a cover application form, two essays by each student, one describing something or someone important to the applicant, the other discussing a short piece of fiction that will involve an ethical dilemma, and a personal interview with the student and his/her parent/guardian. The purpose of the application process will be two-fold. The first will clearly state to the applicant the expectations and anticipated outcomes of the school. The second will be to involve from the outset the involvement of the student's family. In addition a contract will be signed by the student and her/his family indicating acceptance of and willingness to participate in the program up to five years.

8) TIMETABLE

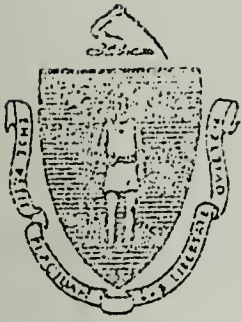
The application process will begin immediately upon approval in March of 1995. The last two weeks of March will be given to advertising the school through the press, community organizations, the schools and personal outreach. If as anticipated the interest in the school exceeds the initial forty-eight positions, a public lottery will be held after the first forty-eight students have completed the admissions. These students, who will have a numerical standing, will be enrolled in the school as positions open. The lottery will be held publicly, and the list will be publicly displayed. It is expected that the process will be completed within one month of notification. For following years the process will begin in September and be completed by April 15th.

C. Non - Discrimination

The mission of the school will be to award positions according to the demographics of Chelsea as defined by the most recent census information. It will be the responsibility of the Board to be the oversight agency to assure the State that the school positions are awarded in a fair and non-discriminatory manner. The population of Chelsea is diverse. The mission of the School is to provide the highest quality education to this diverse group of children which has, until the inauguration of this Charter School process, been denied equal access to a quality education.

/	Start	Finish	March	April	May	June	July	August	Sept.
Approval			X						
Marketing	3/15	8/25	X	X	X	X	X	X	
Plan Fund Raising	3/15	8/31	X	X	X	X	X	X	X
Information Meetings	3/20	4/10	X	X					
Recruitment Staff	3/15	4/10	X	X					
Recruitment Students	3/15	4/15	X	X					
Screening Interview Selection			X	X					
			X	X					
			X	X					
Board Meetings	3/22	8/24	X	X	X	X	X	X	
Building Improvement	3/22	8/24	X	X	X	X	X	X	
Curriculum Planning	4/17	7/15		X	X	X	X		
Special Needs & Bilingual	4/10	5/24		X	X				
Review Development of Hand-Book	4/19	5/19		X	X				
Order Curriculum Material	7/10	8/25					X	X	
Order Computer Software	7/10	8/25					X	X	
Develop Mentor Comp	7/17	8/25					X	X	
Order Furniture	7/10	8/18					X	X	
Summer Programs	7/10	8/18					X	X	
Youth Enrichment	7/10	8/18					X	X	
Upward Bound	7/10	8/18					X	X	
Youth Employment	7/10	8/18					X	X	

	Start	Finish	March	April	May	June	July	August	Sept.
Set Up Class Rooms	8/10	8/18					X	X	
Staff Planning/ Orientation	8/21	8/25					X	X	
Outward Bound Experience	8/25	9/1					X	X	
Opening Day	9/5								X



THE COMMONWEALTH OF MASSACHUSETTS

House of Representatives

STATE HOUSE, BOSTON 02133

TELEPHONE (617) 722-2600

RICHARD A. VOKE
MAJORITY LEADER

ROOM 343

February 14, 1994

Piedad Robertson, Secretary
EXECUTIVE OFFICE OF EDUCATION
One Ashburton Place
Boston, Massachusetts 02108

Dear Secretary Robertson,

Rarely does one get the chance to write on behalf of an organization more deserving than *Choice Through Education*. Through its dedicated leadership, this community-based resource has accomplished the ideals so many others have often included in their mission statements. As evidence of *Choice*'s continuing effort to effect change in the education of the disaffected, the *Chelsea Charter School* has been developed.

For the past twenty-seven years, CTE has served as a source of light for students who have been unable to succeed in the mainstream of conventional education. While its success in the past is well documented, its visions of the possibilities for students at risk is perhaps the only chance for many to achieve academic and societal accomplishments. With *Chelsea*'s high dropout rate, its increasing rate of teen pregnancy, and its maintaining the third poorest student population based on economic indicators, the *Chelsea Charter School* will serve as the answer to educating youths unable to function in a traditional classroom setting.

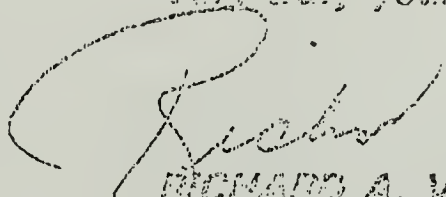
Presently, CTE serves a number of these potential students in other programs; their needs have been identified and will be addressed by the *Chelsea Charter School*'s alternative curriculum. Primary considerations have been given to the needs of students to learn that which will also help them to earn. *Chelsea Charter School*'s extensive vocational and educational components are designed to utilize the latest in computer-aided learning. In consideration of the seven learning styles generally exhibited by students, self-paced learning is an integral part of the curriculum.

Secretary Heddad Robertson
February 14, 1994
Page 2

re: Chelsea Charter School

Chelsea Charter School will be innovative in more than the structure of its curriculum; the plan is to provide a student-friendly environment where learning takes place. It is critical to the city of Chelsea and the entire commonwealth that the educational morass that permeates much of public education be eradicated. I fully support CTE's charter school as an alternative to those problems we both have discussed with the current offering of educational instruction. I hope you will be able to grant this qualified proposal your positive commitment.

Very truly yours,

A handwritten signature in dark ink, appearing to read "Richard A. Voke". The signature is fluid and cursive, with a large, sweeping initial "R".

RICHARD A. VOKE
Mayor of Chelsea

*LA COMISION DE ASUNTOS HISPANOS DE CHELSEA, INC.
CHELSEA'S COMMISSION ON HISPANIC AFFAIRS, INC.*

P.O. Box 505631 - 187 Winnisimmet Street

Chelsea, MA 02150

TEL: (617) 889-4567

FAX: (617) 889-4077

February 15, 1994

Piedad Robertson, Secretary of Education
Commonwealth of Massachusetts
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

Dear Mrs. Robertson;

I am writing on behalf of Chelsea's Commission on Hispanic Affairs in support of Choice Thru Education, Inc.'s proposal for the establishment of a charter school in Chelsea, MA. The quality of services that Choice provides to youth and their families is invaluable to our community. The commitment to serving low-income linguistic minorities, especially Hispanics, has been exemplary as demonstrated by their many programs and accomplishments. We've had the distinct pleasure of supporting and working with C.T.E. on various project throughout the past few years.

The two main objectives of La Comision are: to serve as a community advocate and to promote and support the empowerment of Chelsea's Hispanic community, through organizing. We strongly believe in the need to enhance opportunities that lead towards self-sufficiency and active participation of Hispanics in civic and community affairs. Education is the key to giving our youth access to these opportunities. CTE's focus on academic development is commendable, particularly as it is backed up by the direct support services for the students at the high school levels, that lead them towards their post-secondary goals.

Chelsea's Commission on Hispanic Affairs enthusiastically supports Choice Thru Education Inc.'s proposal to develop a charter school program for Chelsea's at-risk youth. If you have any questions please feel free to call our office at 889-4567.

Sincerely,



Marta T. Rosa

President

MTR/mb

Commonwealth of Massachusetts
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108

To Whom It May Concern:

We, as parents or school children, are pleased to support
the Choice Thru Education, Inc. Charter School application.
For many years Choice has provided educational services to
the youth of this community, now with the passing of the
Education Reform Bill, it will be possible to have an
accredited school for our children.

- 1) Elva S. Sene
52 Bellingham #7
Chelsea MA 02150
- 2) Armed Corp 55 Essex St.
- 3) Rosa Nigro 106 Sagamore Ave
- 4) James 78 Hawthorn St.
- 5) Ana Maria and Juan Vega
15 School St.
Chelsea Mass
- 6) Joe Luis St.

Abel Vega - 54-A-Maverick St Chelsea MA. 02150

Norma Iris Garcia - 59-A-Maverick St Chelsea MA

Rafael Manu - 59-A-Maverick St Chelsea MA.

42. Maria Garcia. 3 Webster Ct Project Apt 10 Chelsea MA 02150

Marisol Garcia - 53 Maverick St Chelsea 02150

Minerva Diaz - 29 Chester Ave #1 Chelsea, MA 02150

Margarita Garcia - 76 Braintree Ave. #3 Chelsea, MA. 02150

Elizabeth Cotto - 61 Central Ave. Chelsea

Andres Alvarez 110 Chester Ave Chelsea MA. 02150

Lucinda Lopez. 32 Cottage St #1 Chelsea MA.

~~32 Cottage St Apt. #1 Chelsea MA.~~

LATIN AMERICAN CULTURAL ASSOCIATION
ASOCIACION CULTURAL LATINO-AMERICANA

P.O. Box 505625, 18 Fourth Street
Chelsea, MA 02150

February 14, 1994

Commonwealth of Massachusetts
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA 02108-1696

To whom it may concern:

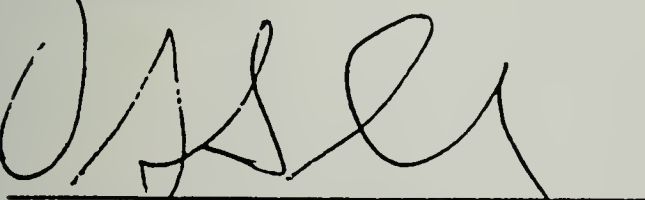
The Latin American Cultural Association (L.A.C.A., Inc.) would like to express its support for the Charter School concept promoted by Choice Thru Education, Inc. For over twenty-five years, Choice has been providing critically needed services to youth in Chelsea. The vast majority of these young people served have been Hispanic.

Many of our young people have experienced many interruptions in the quality of education in Chelsea due to administration and political change overs. We believe that a huge void has been its result.

Choice Thru Education, Inc. has been partially filling that void by providing educational services to young people. Unfortunately from lack of resources it is not enough.

A Charter School sponsored by Choice Thru Education, Inc. would provide students at risk with a stable educational environment that is so badly needed in Chelsea. Therefore, the Latin American Cultural Association, recognizing the positive impact that this school would have on our Latino youth and on the community-at-large, fully lends its support to Choice Thru Education, Inc. in this important effort. Thank you very much.

Sincerely,



Vicente Avellaneda,
President



Boys & Girls Clubs Of Boston

February 14, 1994

To Whom It May Concern:

Boys & Girls Clubs of Boston enthusiastically supports the funding request of Chelsea's Choice Through Education program. When we started our public housing initiative almost one year ago, Susan Clark and her staff were the first agency to welcome the Boys & Girls Club. During the course of the past year, it's clear to us that our complementary services impact many youth and families.

The staff at Choice Through Education have earned the respect and trust of Chelsea's youth. Once this bond is established, avenues to education and related support services are engaged. Establishing this trust is, we believe, the cornerstone of delivering, with impact, essential educational guidance and achievement. Only agencies with a community track record like Chelsea's Choice Through Education program can sincerely lay claim to the effective delivery of services.

We are impressed with the placement track record as well as the array of support systems for some of Chelsea's most at risk youth. We request that the proposal readers favorably consider supporting a program with a track record of 26 years of educational and life skill achievements.

Sincerely,

Robert D. Monahan
Vice President of Operations

RDM:jl f

100 Years

Of Celebrating Youth

50 Congress Street, Suite 730, Boston, MA 02109, 617-973-5400, Fax: 617-973-5430

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W. Harris
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Wallace-Benjamin, Ph.D.

COMMUNITY ACTION PROGRAMS INTER-CITY, INC.

100 Everett Ave., Unit 14
Chelsea, Massachusetts 02150
TELEPHONE (617) 884-6130

EDWARD GREENBERG
PRESIDENT

ARTHUR ANGELO
TREASURER

VIRGINIA MIKAELIAN
VICE-PRESIDENT

ARTHUR J. CAYON
CLERK

ROBERT S. REPUCCI
EXECUTIVE DIRECTOR

Executive Office of Education
One Ashburton Place
Boston, Ma. 02202

February 14, 1994

To Whom It May Concern,

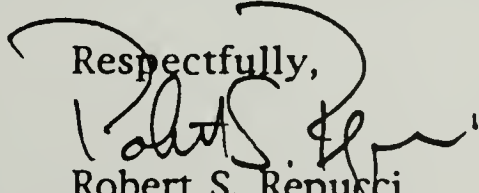
I am writing this letter in support of the application submitted by Choice Through Education for a Charter School.

The City of Chelsea has one of the highest drop out rates Statewide. There are few alternatives for challenged youth. The Choice Through Education proposal seeks to provide 35 high risk Chelsea adolescents with a full academic program that can be achieved realistically. The concept of a Charter School in Chelsea is extremely exciting. It opens vast opportunity for area human service providers to coordinate resources for this high risk population, which is growing in numbers. The CAPIC Agency endorses this concept and the prospect that Choice Through Education could administer the Program.

The Choice Through Education organization has been providing services to Chelsea youth for over twenty-five years. During that time, there have been hundreds of youth that have achieved success as a result of their services.

I look forward to working with the Choice Through Education organization in this endeavor.

Respectfully,



Robert S. Repucci
Executive Director

Chelsea ASAP
A Program of Bay Cove Human Services Inc.
100 Everett Avenue Unit 4
Chelsea, MA. 02150
telephone: (617) 884-6829

2/14/94

The Commonwealth of Massachusetts
Executive Office of Education
1 Ashburton Place Rm.1401
Boston, MA. 02108

To whom it may concern:

I am writing in support of Choice Thru Education's proposal for a charter school. Choice thru Education has provided innovative and critical educational models for youth in Chelsea for 26 years. Choice thru Education has contributed to the success of many high risk youth who have gone on to complete higher education and secure sustained job careers.

Choice thru Education's proposal is an innovative approach to education of high risk youth. The experience of Choice thru Education in working with the most diverse and multi cultural student body is well recognized and acclaimed. Choice has reached out to the Southeast Asian, Latino, and Afro American youth of Chelsea by providing a sound educational challenge in a non traditional setting.

Chelsea ASAP has worked with Choice thru Education in a collaboration which provides substance abuse prevention services to Choice students. Choice has formed a wide network of similar collaborations with institutions and agencies throughout the City of Chelsea in an effort to provide holistic and one stop health and educational services to all its students. This model could be easily replicated in the charter school model presently proposed.

It is with enthusiastic support that Chelsea ASAP urges the funding of this fine proposal that Choice thru Education is submitting for a charter school for high risk youth.

Sincerely,



Amy L. Harris, Med, CDAC
Program Director

Chelsea Housing Authority

54 LOCKE STREET • CHELSEA, MASSACHUSETTS 02150

(617) 884-5617 FAX: (617) 884-6552 TTD: (617) 889-1413

February 15, 1994

Commonwealth of Massachusetts
Executive Office of Education
One Ashburton Place, Room 1401
Boston, MA

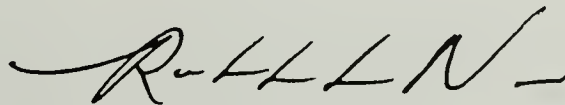
To whom it may concern:

It is with pleasure that I write a letter in support of the Charter School concept developed by Choice Thru Education, Inc. For over 25 years, Choice has been empowering the youth of Chelsea to make positive choices for their future through educational achievement. The agency's strength is its unique combination of a strong principled commitment to young people, personal relationship with Chelsea's youth and families, and educational and support programs that work.

The high risk adolescent youth need an academic program which addresses their educational, social, and psychological needs.

I am pleased to offer my support and endorsement for the Charter School.

Sincerely,

A handwritten signature in cursive script, appearing to read "R. L. N.", followed by a horizontal line.

Robert Nason
Executive Director

February 14, 1994

To Whom It May Concern,

The students in the Pregnant and Parenting Teen Program of "Choice Thru Education" have written the following endorsements of the alternative program in which they are enrolled. These comments are representative:

"I think that they should keep "Choice" because it is easier for young teenage pregnant girls. For young girls that have babies and want to graduate from high school, "Choice" is a good school because the schedules are very flexible. Also you can communicate easily among students and teachers. I also like "Choice" because we learn differently. We go on field trips. It's fun."

"I feel they should keep "Choice" around because it is convenient and it helps young mothers have something to look forward to. It can make a difference in the dropout rate of teenagers. It allows students to have a one-on-one lesson with a teacher."

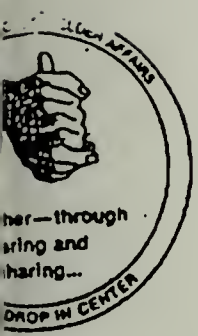
"I like this school because I like the teachers and how they teach. I like the kids and people that come here. They are nice people. I like the way they treat you."

"I think that "Choice" should stay open because it gives young women the chance to further their education and to learn much easier by having a one-on-one relationship with the teachers. We are able to bring our children to school and not have to miss out on school and end up on Welfare for the rest of our lives. Here teachers have more time to devote themselves to each individual student and if a certain student has a problem you can definitely count on a "Choice" staff member to care and try their best to help."

We would like to see "Choice" become a Charter School.

Sincerely,

The Students in the PPT program (13)



Council On Elder Affairs

300 Broadway, Chelsea, MA 02150

(617) 889-2520

February 14, 1994

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Zakrzewski

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J Fennell

Dupuis, LSW

ive Director

To whom it may concern:

Choice Thru Education, located on Pearl Street, Chelsea, is a viable organization that provides a very important service to the community. The need for the services they would provide to the city of Chelsea as an Alternative School is evident in the success rate they have had with students that, for whatever reason, haven't been able to complete their traditional schooling.

We are very much in favor and support of the Choice Thru Education's Alternative School and the prospect of them continuing their successful programs.

Sincerely,

Stacey Dupuis

Stacey Dupuis, Director

2/15/94

To Whom It May Concern:

We the undersigned, being duly certified teachers, are writing this letter to affirm our support of Choice Thru Education (Upward Bound) located at 140 Pearl Street in the city of Chelsea, the county of Suffolk, the state of Massachusetts, as a charter school.

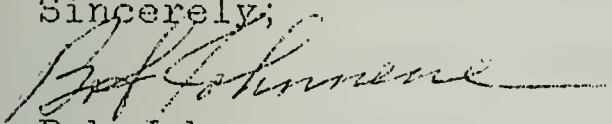
We have been informed of the plans, programs and educational verte of the planned program and are very impressed with the concept of total computer assisted training in all basic academic areas. We especially are delighted to see a program where not only will the basic academic courses be stressed but also cultural and artistic exposure will be stressed along with a program of understanding cultural diversity.

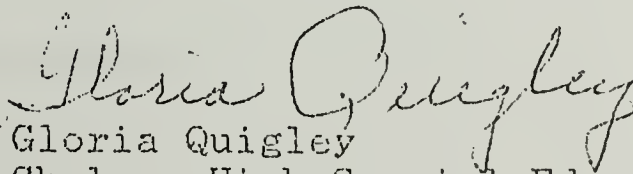
Another aspect of the planned charter school concept being proposed by CTE is the individualized attention to the specific needs of the students enrolled in the school based on various testing methods to ascertain their unique strengths and weaknesses.

Choice Thru Education has a long track record of success in having educationally at risk students not only to complete High School but to continue on and complete College and even Post Graduate programs.

We strongly endorse and encourage the State Board of Education to grant a Charter School Certification to Choice Thru Education.

Sincerely;


Bob Johnnene
Junior High Language Arts Chair
Our Lady of Assumption School
Chelsea


Gloria Quigley
Chelsea High Special Ed.

Outline**1. English Language Proficiency**

- a. reading, to a twelfth grade level as measured by ability to read and understand a journal of criticism
- b. writing, as measured by examples of essay, short story and research articles
- c. oral, as measured by conversational and public speaking, including but not limited to a dramatic production or similar stage

2. English and American Literature Proficiency

- a. English novels, satirical works, poetry and drama; evaluation by successful criticism and/or production of a theatrical piece
- b. American novels, satirical works, poetry and drama; evaluation by successful criticism and/or production of a theatrical piece

3. Foreign Language Proficiency

- a. Latin, Greek or French
- b. a language other than that of students who speak a foreign language other than English

4. Mathematical Proficiency

- a. basic math -- addition, subtraction, multiplication and division
- b. algebra
- c. geometry
- d. statistics
- e. economics

5. Proficiency in Science

- a. biology
- b. chemistry
- c. physics
- d. psychology
- e. sociology

6. Proficiency in History

- a. American History
- b. European History
- c. South American History
- d. African History
- e. Asian History
- f. Russian History
- g. Middle Eastern History

7. Proficiency in the Humanities

- a. philosophy
- b. comparative religions

8. Proficiency in the Arts

- a. painting
- b. dance
- c. music
- d. drama (see English and American Literature)

10) A. Educational Program of the School

The CHOICE CHARTER SCHOOL provides an educational plan and a structural model that can allow many troubled youths to find hopeful answers to the haunting questions Why?, When?, and For what? This school will admit students who have successfully completed either the seventh or eighth grade and will prepare them during the subsequent four or five years, to think their way through a given situation in life or to know when, where and how to seek assistance. The five years will be numbered First through Fifth, as opposed to eighth grade through twelfth. During all five years, the academics will fall under a strong Liberal Arts curriculum.

The learning experience at the Choice Charter School will not be a mere accumulation of data for the purposes of passing tests. We wish to see our future graduates begin to assimilate knowledge so completely that it is gradually incorporated into their character. Parallels between the subject matter discussed in class and real-life scenarios will be constantly drawn and the teaching techniques will be inter-disciplinary. We will creatively explore and utilize classroom strategies, that will bring our young population to enthusiastically accept the lessons being offered to them. However, we hope that they will eventually develop the habit of seeking out further knowledge on their own. Of course, we are aware that before we can expect to see this happen, we must help our students to realize and believe that: KNOWLEDGE IS THE ONLY SOURCE OF TRUE POWER AND SECURITY, that they will be able to draw from for the rest of their lives.

Another working principle that the Choice Charter School will be guided by is that of **POSITIVE GROWTH THROUGH STIMULUS**. As it is commonly believed, there appear to be certain developmental stages that the human mind and character must reach before certain achievements can be expected of an individual. As true as this may be in a general sense and at a given time, these thresholds and boundaries are not necessarily rigid or unchangeable. The limits of human achievement have been expanding at an accelerated rate.

From our own growth experience and our observations of others, we may have concluded that the readiness to select a vocational field will in most cases, be reached a few years after graduation from high school. The Choice Charter School however, will work to bring about the curiosity and concern about the future at an earlier age, through the stimulus of exposure to as many different areas of work and post-secondary studies as possible. Of course, the expected outcome is not to produce an entire graduating class of students who have identified a career goal; but we will see a group of promising young women and men, who are at least ready to discuss the matter with a more elevated level of maturity than we are accustomed to seeing. Whether or not a final career choice has been made by this time, the most important overall services that the students have received, are the readiness to adapt to a changing world and the basic skills necessary to excel in practically any field they choose, thanks to the Liberal Arts curriculum in their education.

This concept inspires the creation of the next component of the school's educational plan: five years of exploration of occupational areas, plus exposure both to actual work environments and institutions of higher education.

From their very first year at the Choice Charter School our young students will be offered updated information regarding the latest developments, research and discoveries which may affect various professional fields. Through class discussions, this information will be tied in to the "lesson of the day" in a way that will clearly illustrate the relevance of this lesson in the real world.

A calendar of guest speakers from different professions will be developed for First Year students, as well as a calendar of visits for Second Year students to: companies and corporations, hospitals, colleges, community agencies and Government Offices, District and State Courts, military bases, etc. During it's third year, and every year there after, the School will come alive with "Career Month" during which representatives from a wide variety of occupational fields will set up a series of workshops, stands and exhibits. This experience which will be open not only to the Third Year students, but to the entire school population, their parents, and the community, will provide an exciting first-hand exposure to the world of work, and will probably make a lasting impression upon many youth.

The fourth and fifth year students will have four-week "internships" or "practicums" worked into their Educational Plans, which will mainly reinforce and add "substance" to their elective courses. These practicums will be implemented with the support and cooperation of professionals, companies, colleges and institutions from the public and private sectors, which are able and willing to provide an appropriate setting in which our students can acquire hands-on work experience, while earning valuable school credits. This kind of collaboration will be sought initially by the Board of Directors, Advisory Committee, and any other staff member. After a lead contact has been established, the agreements would be finalized by a specifically designated staff person occupying a position which will eventually be developed for such a purpose.

Although the commitment that will initially be requested of these "trainers" will be for a very short-term, we would like to see relationships develop between these professionals and our school such that they would be interested in engrossing our pool of mentors on an ongoing basis, and become our partners in the education of a future generation of leaders. We believe that the practicum trainers or employers would make excellent mentors for any adolescent, and that our students in particular, would become genuinely excited by seeing the benefits and opportunities within the reach of a young person that has a post-secondary education.

The Choice Charter School will make arrangements to be able to offer its students, the opportunity to participate in either Choice Thru Education's Upward Bound Summer School experience, or another summer program separately funded by Employment Resources, Inc. Both these options include academic courses during the morning and a summer-job component during the afternoon performing a community service. {Refer to question 2.B}

Chapter fifteen, section IG of the MGL states that "The board shall establish comprehensive, measurable, present and future goals in order to achieve a well coordinated system of high achievement for public early childhood, elementary, secondary and vocational-technical schools in the Commonwealth ... The core subjects shall include mathematics, science, history and social science, English, foreign languages and the arts. The standards shall include the teachings of at least the major principles in the Declaration of Independence and the United States Constitution. The standards shall

also include the teaching of the cultural and the ethnic diversity of the Commonwealth and contributions made by diverse cultural and ethnic groups to the history and livelihood of Massachusetts. In addition the Educational Reform Act amended the previous Chapter 74 of the MGL to provide for quality school - to - work programs, and in adding section 3A to chapter 15A provided for Massachusetts Education-On-Line, a technology plan for the "implementation and integration of technology into teaching and learning in public school." It is to these components of an academic program of high quality, an integrated computer and technology program, and a work/study and community service program have been developed to meet the current standards in educational excellence.

10) Educational Program

A. Detailed overview of Curriculum objectives and content in the main subject areas.

From the very first year, a cooperative learning method will be introduced to our students which they will be required to put into practice often. When having to cover many of the required reading assignments, the students will form teams, coordinate their schedules and agree on a meeting place. What they will do during these meetings, is take turns reading to each other, in the manner of "The Dead Poets' Society", and be prepared to present orally before the class, a literary analysis of what they have read. This work method will not only enhance the communication skills of the students, but hopefully, it will add to the community environment we wish to create, and perhaps nurture many long lasting friendships.

The students will also be responsible for giving birth to, organizing and maintaining their own School Library. This library can be enriched through donations brought from their own homes to begin with, but they may also be encouraged to coordinate fundraising efforts to purchase works or collections that would seem worth adding to the school's collection. Reciprocally, the School would help the students add to their own personal book collections at home by allowing them, whenever feasible, to keep the text books which they are using in their classes.

Description-English

The Charter School requirements in English are to establish competence in writing and reading. The academic goals of English Language proficiency and English and American Literature proficiency will be addressed by a ninth grade curriculum whose purpose is to expose the student to a variety of literary forms and styles. The works to be studied will include the whole parts of Homer's The Odyssey, Shakespeare's The Tempest, Miller's The Crucible, and Hansberry's A Raisin in the Sun.

The tenth grade English curriculum will focus on reading and writing. The text used will be Writing: The College Handbook, anthologies of essays, poetry and fiction, and the students writing. Term one will emphasize paragraph coherence and basic skill-grammar, mechanics, rhetoric and stylistic tools-through the writing of short compositions, expressive and expository. The second term

will focus on clear and concise multi-paragraph essays and a documented inquiry that encourages the acquisition of important reading and writing skills in conjunction with learning to write a paper in the humanities, including the ability to interpret, analyze, and argue clearly and persuasively.

The eleventh grade English curriculum will involve literary analysis, developing critical skills through the study of novels, poetry, drama, and sometime film. The first term will pair tragedy and romance, and the second term will pair comedy and irony. Oedipus Rex will be required reading for the first, and the Adventures of Huckleberry Finn will be required for the second term. In addition works will be assigned for both terms. A list of these works will be on file in the curriculum department of the Charter School.

The twelfth grade English curriculum will include for one term the study of Shakespeare with at least three plays being read, one of which will be Hamlet. The second term will be an expansion of the sophomore writing curriculum with more intensive attention to expository writing.

The curriculum in the Humanities will be integrated the English curriculum and will consist of three course which may be taken during the last three years of the students program. The first will be a course in women's literature and will focus on a woman as she perceives herself and how other's perceive her. Texts may include: Jane Eyre Bronte, a play by Ibsen, A Room of One's Own, Woolf, The Color Purple, Walker The Penguin Book of Women Poets. Text by other woman authors will be used as desired by the teaching staff.

The second will be a course that look at distinguished American writers in depth. William Faulkner, Ernest Hemingway, Scott Fitzgerald, and Edith Wharton with these authors whose works will be read, critique, and considered in their relevance to the student's life.

A third course will be a study of the media and it's response to the Vietnam war. Films, speakers, music and visual art will be used to focus on America's involvement in Southeast Asia from 1958-1975. Text will include One Flew Over the Cuckoo's Nest, A Rumor of War, The Things They Carried, and Streamers. Films will include The Deer Hunter, Apocalypse Now, and Dr. Strange Love.

Description-Foreign Language Proficiency

Latin will be a requirement of all students for two years. The purpose of the study of Latin will be to enable the student to translate with some ease and fluency as soon as possible. Additionally, emphasis is placed sentence formation and syntax as an aid to the study of English; The derivations English and Romance Language words are pointed out as an aid to building vocabulary. Finally, through outside readings, films and filmstrips, a feel for Roman social, and cultural life is provided.

Incoming students will be petitioned for interest in a second foreign language. Once decided upon a comprehensive curriculum will be chosen for French, Spanish, Chinese, or Vietnamese, or Khmer, or other languages that will be relevant for the student. As admission increases the same mechanism will be used to ultimately enable all students to have some fluency, both written and spoken in more than one language.

Description-Mathematics

The mathematics curriculum for the Charter School will support the curriculum and evaluation standards for school mathematics established by the National Council of Teachers of Mathematics. Reading, writing and oral presentations will be emphasized in a cooperative learning environment. Computers and scientific calculators will be used in all courses. Geometry and discrete mathematics are present in all courses and significant amounts of statistics are integrated into the study of algebra and functions. History and recent developments in mathematics are included to show students that mathematics continue to grow as an area of human activity. Each Mathematical idea is studied in detail for its application to the understanding of real world situations. Problem solving is emphasized in all courses through explorations and projects.

The following courses will be offered: transition mathematics, algebra, functions, statistics, and trigonometry, pre-calculus, discrete mathematics, and calculus.

Description-Science

The goal of the science curriculum will be to produce members of society who can consider data presented to them and make intelligent, rational and justifiable decisions based on that data. The endeavor is to give students the tools with to investigate, question, interpret, judge and implement changes with which they will be faced in college and later life.

The following courses will be offered: Biology 1 and 2, Chemistry 1, Chemistry 2, Advanced Biology, Physics 1, Environmental Science and Kinesiology.

Description-History

The study of history and social sciences provide certain kinds of knowledge, skill and understanding fundamental education. A study of the American past continues to be a prerequisite for a participating citizen in a constitutional republic. The examination of other cultures around the globe is crucial for broadening a students understanding of an independent world. The history curriculum of the Charter School will integrate the study of international cultures into courses at every level.

The state required history curriculum will in the first term have three goals: a survey knowledge of American history through the Civil War; the acquisition of skills by daily exercises in reading, note-taking, writing, and an in-depth study of an organized theme. The second term emphasizes America industrialization from the post-Civil War years to 1941.

Courses in the history of the modern world will be organized into three sections: the Early Modern World, an interregional perspective on the period from 1400-1800; the World in the Nineteenth Century, an international perspective on the period from 1800-1914; and the World in the Twentieth Century, an international perspective on the period 1914 to the present.

Proficiency in the Arts

For the first year the curriculum in the arts for the students of the Charter will be experiential. During this time the specific interests of the students will be tapped so that plans may be put in place to respond to them. It should be noted that the incoming students, for a variety of reasons, have not had the chance to be exposed to art in any of its rich forms. The Boston area has a wealth of resources to begin to fill this void, and a wealth of people who can eventually be petitioned to provide an enriching and fulfilling arts curriculum.

Our teaching style of the arts, in all its forms, will not always take place during a specifically scheduled time of the week nor in a specially designated space. The curriculum will be implemented in a dynamic and participatory style, which will include appreciation and the ability to identify artists and artistic styles, as well as opportunities for personal and group expression. It will be stressed that, art is a form of communication which is constantly influencing and being influenced by the social and cultural environment from which it emerges.

Following the method of interdisciplinary teaching, the arts curriculum will be interwoven mainly with those of History, English, and Foreign Languages, although any parallels with other subjects that a teacher could creatively find would fit our objectives. The purpose of this approach is to illustrate the role that cultural expressions have played throughout the evolution of human civilization. When studying any given period in History, our students will learn not only what leaders were dominant at the time, or what battles were being fought, but also what symphonies were being composed and what paintings were being created, as well as the themes that were inspiring the artists.

Within the classroom, audio and audio-visual aides will be utilized for the appreciation of music, plays, movies, operas, etc. Outside the school, field trips will be arranged not only to the obviously necessary museums and theaters for exposure to the classics, but also to centers of contemporary artistic expression, such as the House of Blues in Cambridge, Ma.

Some of the measurable objectives sought is that students graduating from the Choice Charter School will be able to recognize the unique style of an artist, accurately classify a work of music, painting, sculpture, etc., according to the period of History during which it was created. They will be able to recognize the sound of most instruments instantly and be able to name the typical dance forms, rhythms and songs of the countries whose languages they have studied.

Advanced Telecommunication Studies: Computer Networks

Motivated by the Choice Carter School's desire to provide for its students the best resources for learning, we will aggressively seek funds for the acquisition of quality computer equipment for our school. Although we do not intend for the computers to become the basis of our teaching methods, we do envision them as valuable and supportive tools to the overall objectives we are committed to reaching.

We foresee many of our students entering our school with many shortcomings in their overall skills and in dire need of extra time for remedial work. This is one area in which computer software containing tutorial programs would be of great assistance to an after-school remedial session. Computers can also provide the students with entertaining ways to practice and advance their acquired knowledge in the arts, in that programs for drafting, designing, painting are commonly found in late model computers, as well as tutorial programs for reading, writing and composing music.

Undoubtedly, the most exciting feature we wish to make a reality at Choice Charter School is the access to telecommunication networks. As with the examples of regular computer software mentioned above, the network accessibility would be utilized in a comprehensive way as a valuable tool, rather than as a teaching method in itself. Nevertheless, participation in this latest technological development will arouse much enthusiasm in our young students.

Counseling

Important to the overall design of the Choice Charter School is the need to integrate into the curriculum a component which ultimately fulfills the goal of the program; to develop skills and motivation for post secondary education.

Although students will be entering in their eighth and ninth grade years and in most cases not even thinking about college, the process for making an informed academic choice will begin immediately. Meetings with parents will offer encouragement and ways to help support their children to develop good study habits and a positive attitude toward education. For many of the parents, this will be their first encounter with a family member entering post secondary education. It is figuratively threatening to many parents. Parents will be asked to take an active role in preparing their children for college. Informational workshops will be scheduled to review with parents the steps necessary for the successful pursuit of college education. Speakers will be scheduled to present workshops on the value of post secondary education, availability, financial aid, and to address the concerns frequently expressed by parents. Materials designed by the Higher Education Information Center for parents will be available in English, Spanish, Khmer, and Vietnamese.

Each student will be assigned teacher/counselor reflecting his/her own linguistic background. Ninth and tenth graders will meet in small groups weekly for exposure to what it is and means to attend college. The sessions will not concentrate on particular schools, but general issues such as what high school subjects are needed for college, what are you looking for after graduation. Each student will receive their own copy of the book "I Am Somebody". Visits to local campuses, such as University of Massachusetts, Boston Campus, Salem State, Bentley College, Boston University, Bunker Hill and North Shore Community College will be ongoing throughout the year. Whenever possible, college students who were members of the Choice Thru Education, Inc. Upward Bound Project will give the students a tour of the campus and discuss with them their own impression of what it is to be a student at that school.

Eleventh and twelfth grades will participate in a similar experience but with more intensive discussions to assist the students in defining what interests them, which schools would be appropriate,

What's Up

This will be, in a certain sense, a history class. But the subjects will be ourselves. We will ask ourselves: Where am I?, and How did I get here? We will attempt to draw out a map of the direction we feel we have been heading in (if we have any idea at all), try to determine where we think we should be, and how far off track we may be. Some suggested topics to begin our work together could be:

- Why have you been coming to the Charter School? Why do you think we (the staff) come to the Charter School?, and therefore, What is the common ground we share?
- How would you summarize this past year as far as the positive and negative events in your life, successes and failures? How, if at all, was this year different from last year or the year before? Do you predict or hope for any changes for the upcoming year?
- Looking at the positive things that happened to you: what key decisions, moves or circumstances helped them to happen? Looking at the negative things that happened to you: what bad decisions, mistakes or circumstances brought them about?

The work method used by this group will be selected by the group members from the following options: a) introduce and discuss topics in meeting but bring in written responses weekly. b) work out responses in the meeting taking turns around the circle to respond. c) work in pairs having each member interview his partner and later present the results of the interview to the rest of the group. (small variations or combinations of these would be considered)

Group members would be encouraged to contribute with ideas for more new topics that they feel fall into the description of this group's mission.

B) What teaching methods will be used? How will this pedagogy enhance student learning?

Methods

Teaching methods will include small group instruction, cooperative learning, curriculum integration where possible, and experimental learning wherever possible. The goals will be high-interest student involvement ("a passion for teaching") and an intense and strong administrative support for the curriculum.

C) SCHOOL CALENDAR - 1995

The Choice Charter School will be open at 7:30 A.M. with classes starting at 8:30 and offered until 4:00 P.M. Not all classes will be on a hourly basis i.e. computer and science labs may extend to 3 hour sessions; community service and work study hours will vary.

and what is needed for acceptance. The school will have a full library of catalogues and applications, a computer software program "The Perfect College", which allows students to input his/her own personal information, interests, etc., and provides a printout of appropriate schools. In addition, copies of Barron's, Lovejoy's, and other college review books are available for constant perusal. Each teacher/counselor will have a set of college guides published by Octameron Associates (see attached). Eleventh and twelfth grades will attend college fairs held in and around Boston. All eleventh graders will take the PSAT and Achievement tests for the spring.

SAT preparation software is available for use by students on computer equipment as part of computer accessible instruction. Of particular value to our students will be the Choice Thru Education, Inc. Developed questionnaire which has been sent to approximately 300 college admission offices. The response has been excellent. Admissions people have given up-to-date information regarding any special services available and frequently have added pertinent comments. Often times, this has lead to a phone call from an admissions person to visit the agency to interview students or just to describe the college.

As students begin to identify the school which interest them, the teachers and Choice Thru Education, Inc. Counselors will make appointments for interview with admission application process, students will be encouraged to write his/her own autobiography. Over the years, we have found that admission personnel respond very favorable to an insightful paper written by students themselves about their lives. Although this is not a substitute for grades or recommendations, it provides a more comprehensive picture of the forces shaping a student's life.

Each twelfth grader will be encouraged to apply to a minimum of five colleges and will be assisted in filling out the applications by their counselor. The counselor will meet with family to explain the process to address any other concerns many of our parents express. The choice of colleges will be the decision of the student and parents, but input from the program, i.e, teachers, counselors, Choice Thru Education staff and former students will assure that students have as much information as is available to make a decision.

Financial aid will be of extreme importance to all our students. All twelfth graders will be assisted in filing in a timely fashion for financial aid through the Financial Aid Form (FAF). Students will be encouraged to apply to a wide variety of sources for aid including Computer Assisted Scholarships for Higher Education Program.

A "student flow sheet" plots the progress as current data on each student is immediately available.

Psychology Curriculum: Preparing for a Week of Work

As a necessary added support to the work being done in the classroom, Monday mornings will begin with the group experience which is called "What's Up". Monday is the first day after what often has been a difficult weekend for many at-risk youths. Carrying this baggage into class takes away from the learning environment in general and also reduces the individual student's attention span.

The following is a sample description of this group experience.

The Charter School will observe the public school calendar for holidays, vacations, and snow days. Staff development time will be scheduled around the intercessions and work study and community service times.

The Choice School will be in operation for more than 180 days per year plus and extended school day. In addition, students will be eligible for tutorials/workshops, peer leadership mentoring, other cultural enrichment, and other activities offered at Choice Thru Education, In. Afternoons and evenings.

Students in the Charter School meeting eligibility requirements may participate in the Choice "Upward Bound Program", during July and August, or if not eligible either an "Outward Bound Program" or the equivalent.

July - August - Upward Bound/ and/or Outward Bound/ youth enrichment programs.

September - Assessment, Individual Educational Plans constructed.

September/December - Term One

January - Intercession

February - June Term Two

July - August - Upward Bound/ and/or Outward Bound/ youth enrichment programs.

11) STUDENT PERFORMANCE

A. Assessment of Student Performance

Initial assessment of students entering the school is extensive. In order to diagnose and assess skills, all students will be administered the Wide Range Achievement Test Revised Level 1, and the Student's Peabody Picture Vocabulary Test. To pinpoint specific areas of strengths and weaknesses and to assist in developing an individual education plan building, the Diagnostic Achievement test will be administered individually (although we do not feel standardized testing totally valued as an indicator of ability and/or achievement, we believe it to be valuable as part of the process. We will explain fully to students and parents the purpose for the testing and emphasize that it is only to be used as a tool for planning and placement. Criteria referenced test such as the Cultures Fair Intelligence test will assist in assessing ability level.

Teachers will complete monthly evaluations on each student which will become part of the student's portfolio. The teacher will meet with each student to discuss his/her progress in meeting performance objectives. As a working tool for these meetings the teachers will develop a form of graph or chart illustrating the status and progress rate of the student, which will be easy for the student to interpret, and which will also be filed and at hand for the student to consult regularly or at will. This tool will assist the student in comprehending the relation between effort and success over a given period of time and will also give the student a greater sense of control over his/her situation. Another large and clearly legible chart (including the teacher), will be posted in an accessible place in the classroom.

A teacher will monitor progress on an ongoing basis, and will be called upon to share their assessment with the families of the students in regularly scheduled parent-teacher meetings. Teachers will be expected to maintain regular contact with parents.

B. Remediation

Entering students assessed as lacking in basic skills will in their individual education plans have a formulated plan for addressing this need. With the aid of computer assisted instruction, smaller classes and personalized attention, much of the remediation will be accomplished within the school program.

Ancillary services offered after school hours by other Choice programs, including tutoring and mentoring will be available to the student. Efficient networking between Choice and the school between Choice and the school will allow the after school programs to be fully aware of the student's remediation plan. Therefore, maximum benefits will be drawn by the student from these well orchestrated efforts.

For certain work assignments within the classroom, less advanced students will be teamed up with their more academically advanced peers. This technique will not only allow the teacher to multiply his/her efforts through some of the students, but will also build a strong sense of comradery

within the classroom. Furthermore, being corrected and assisted by a peer during a busy one-on-one work session will be less of a threat to the student's self-esteem than a teacher to student exchange before the entire class.

C. Student Development Towards Schools Stated Learning Objectives

As the student progresses in the program, motivation and attitudinal change will be measured by evaluation of attendance, observation of classroom participation and behavior, and ongoing assessment of skills. As previously stated, the students themselves (and hopefully their parents) will play an active role in developing, monitoring, evaluating and adjusting their individual education plans throughout their high school experience. Making education a partnership between teachers, students and parents will promote within the families, a sense of pride and ownership of their community's school. Students will be kept fully aware of their progress and accomplishments and will be acknowledged and praised for their success in many different and significant ways.

The ultimate measure of student development will be the awarding of the diploma, and entrance and completion of a post secondary education. Again, collaboration with Choice Thru Education, Inc. will become an important factor since part of its after school services include career and college counseling, assistance with Financial Aid Forms and college applications SAT and TOEFL exam preparation, etc.

12) ACCOUNTABILITY

A. Methods of Assessment and Evaluation Used to Ensure The Schools Meeting Its Stated Mission Statement and Objectives

When evaluating the overall functioning of the school, our observations would be made from two different viewpoints: 1. Teacher Performance. 2. Student Progress. Let us clarify that we believe these two factors are in actuality very closely interrelated and interdependent, and that we make this distinction only for the purposes of establishing a method of observation.

1. We would seek to assess:

- Teacher level of familiarity and comprehension of the school's mission statement and objectives and the underlying educational philosophy.
- Professional development

2. We would seek to assess:

- Fulfillment of academic goals.
- Attitude, interest and commitment.

The routine functioning of the Choice Charter School will include a number of regularly scheduled activities, events, meetings and work sessions that would serve as ideal opportunities in which the necessary observations and evaluations for the simultaneous observation from both of the viewpoints described above. Example are:

- **Student Support Team Meetings** in which special concerns regarding students are brought before a weekly conference between faculty, administration, special service providers involved with the students in question (Social Workers, Advocates, Choice Tutors or Mentors, etc.).
- **Conferences with student and family** held either during Parent Nights or by special appointment, or both.
- **Regular review and assessment of students educational plan** in which close collaboration is expected between teacher, student and hopefully parents.
- **Charting of Student's Attendance**
- **Teacher attendance and participation in planned professional development programs.**
- **Quarterly meetings with total school population to assess compliance with school mission.**

B. Teacher and Administrators Evaluations

The principal teacher will be responsible for ensuring that teachers and other staff are meeting their responsibilities. Within the confines of a small school informal evaluations will dominate. Teachers will be meeting frequently for on going development of the interdisciplinary curriculum and student assessment. In effect, this will create a peer assessment. Unlike a traditional school where teachers often function within a vacuum, the Charter School will require coordination and cooperation to meet both short term objectives and long term goals. Any teacher selected for the position will be aware of the need to deliver far more than sheer academics. Teachers will be evaluated formally by the Principal teacher two time per year based upon criteria jointly agreed upon prior to the spring of the school. Such criteria will include:

- Ability to provide individualized instruction while
-

- meeting curriculum objectives (motivation and achievement).
- Ability to promote and develop a nurturing and caring relationship with students.
- Interest and commitment to the objectives and goals of the school.
- Creativity and organizational ability to develop participatory and success based learning.
- Respect for peers, students, families, and community.

The principal teacher will be evaluated on an ongoing basis by the Executive Director on her designee with a formal evaluation held at the end of the first year. The criteria above plus an evaluation of managerial skills will be part of the process.

C. Public Accountability

A Charter School by definition requires a different type of public accountability from that in the public school system. As part of the Education Reform Bill with both its supporters and detractors Charter School's will be particularly vulnerable to intense public scrutiny. The school must be able to demonstrate that it is meeting its goals and objectives and that its students are learning. The public has a right to be informed and to hold the school accountable. Member of the community will be sought out as speakers and mentors. We will schedule several "open houses" at which time students will display various projects and participate in round table discussion about the school. We will regularly submit articles to the local paper and develop a monthly news letter. Parents will be an integral part of holding us accountable. With the long term relationships already established in the city and the excitement created by this endeavor we will expect frequent public comment and input. Throughout the Boston University/Chelsea partnership process, many of us have become acutely aware of the dangers and pitfalls of not being accountable to the public. Our philosophy has always been one of inclusion.

All reports submitted to the state will be a matter of public record. In addition to student, staff, and board review, Choice will by the end of the second year request an outside independent evaluation.

D. Review of School Budgets and Financial Records

The following records will be maintained; Purchase orders, invoices, receipts for all expenditures, timecards, standardized double entry bookkeeping; Safeguard checking system. An annual audit will be conducted by a certified professional auditor. Periodic financial reports according to Executive Office of Education requirements will be prepared and submitted in a timely fashion.

E. Maintenance of School Records and Information Dissemination

The following records are maintained in the program office; recording of efforts to recruit and enroll ethnic minorities, women and handicapped students; records detailing affirmative action procedures available to both staff and students; monthly reports to the Board Directors of Choice Charter School; performance reports submitted to the Executive Office of Education.

The following records are kept: Student education plans, reviewed revisions, school evaluation attendance records, program progress; teaching, tutorial evaluations and counseling and social/cultural records; monthly reports to the Choice Charter School Board of Directors; annual performance reports submitted to the Executive Office.

Information Dissemination

Choice will meet all legal obligations for public dissemination. In addition, an annual report detailing performance and financial status will be published and made available to the public.

13) B Targeted Staff Size and Teacher/Student Ratio

As described in a previous section, we consider one of the premises for the success of a charter school to be a class size that does not exceed sixteen. Therefore, the Choice Charter School will require three (3) Teachers to instruct the first 48 students admitted into the school. A fourth teacher, available as such on a part-time basis, would be given the title of Principal Teacher and function mainly within an administrative capacity. This leaves the targeted staff size at:

Teachers.....	3
Teacher/Administrator.....	1
Students.....	48
Ratio student/Teacher.....	16/1

13) C Professional Development Opportunities

Before the initiation of our first academic year, the staff, Board of Directors, Advisory Committee and Founders of the Coalition, will all participate in a two-day retreat during which the overall philosophy of the school and the "spirit" of the proposal will be extensively discussed. This session will serve two main purposes: a) ensure that all those involved in this important project are in

tune with each other and that the expectations are fully understood by all. b) allow all involved to become familiarized with each other and develop both a team feeling amongst themselves and a sense of ownership and loyalty to the project.

The school will subscribe to publications which focus on education and these publications will be examined for announcements of teacher training's and workshops which could be relevant to our mission. Any other available sources of such information will also be consulted on a regular basis. Any staff member can feel at liberty to suggest during a faculty meeting that a particular training be undergone by all. The feasibility of such a suggestion, in terms of cost, scheduling and transportation, would then be determined.

Hopefully, a close communication and excellent rapport will be possible between the Choice Charter School and other charter schools within the Commonwealth and even within New England, and periodically conferences could be organized in which important and mutually beneficial comparisons can be made.

13) D Human Resources

The salary for the Principal Teacher will be \$38,000; the salary for the teachers will be \$28,000. The fringe benefit package will include a health care plan, extended vacations, and a contributory pension plan. All teachers will be hired provisionally on a one-year trial basis. After the first year, teachers will be hired under an annual contract basis. Dismissal for non-performance will follow the third warning letter for any combination of infringements, and may be appealed to the Board of Trustees, which shall conduct an open hearing on any charges brought before it by the school's administrator.

{please see also Personnel Appendix}

14) SCHOOL GOVERNANCE

A. Internal Management

Internal management of the school's operations will be the responsibility of the school's appointed Principal Teacher under the supervision of the Board of Trustees for the Choice Charter School. The Principal teacher will meet with teacher and other relevant staff on a weekly basis to view, analyze and explore the current status of the school. Monthly written reports submitted by the Principal teacher to the Trustees will include information pertinent for evaluating the effectiveness of the school in meeting its objectives.

B. Selection of Board of Trustees

The Board of Trustees will initially consist of 3 of the perviously mentioned board members of Choice Thru Education, Inc. And 4 members of the founding coalition directly involved in the development of the school. Two parents will be selected by the parents advisory group, 3 seats will be open for members of the broader educational community and one student will be selected within two months of school opening for a total of 13 members. Members will be elected for one, two, and three year terms effective after the completion of the first year. This will insure continuity and stability. The full board will meet monthly for 10 months of the year with the Executive Committee meeting as needed.

C. Role and Responsibilities of Board Members

The board is the legal entity which has the ultimate responsibility for ensuring that the Charter School is meeting its stated purpose. It will also be responsible for insuring a forum for discussion and decision making. The Board will hear appeals and/or grievances and have the responsibility for hiring, and dismissing the Principal Teacher with just cause. (M.G.L. c. 71 s.89)

D. Relationship of the Board to Teachers, Administrators, Students and Families

The Principal Teacher, as administrator of the school, will be responsible to the Board of Directors, and will report to the board on a monthly basis on all issues relative to the operation of the school. All board meetings will be open to students and their families, as well as members of the general public. The minutes from all board meetings will be published and distributed to students and their parents.

E. Student-Parent Involvement in Decision Making

Once the school has been established, any major changes in the structure or operation of the school will be presented to the students and their parents at the next regular meeting of the school community for review and comment before any changes are finalized. Parents and students will have representation on the board, but in addition will be encouraged to attend board meetings. Students and

parents may propose changes to the Board of Trustees, which may take recommendations under consideration for further action.

15) A Community Environment

The community environment of the school will be of the utmost importance to the success of the project. Beginning with the selection and hiring of the staff, every effort will be made to favor the creation of a collaborative and family-like atmosphere. We will acknowledge and attempt to alleviate any fears the students may display with regards to this totally new experience. The staff will seek to identify with the students in as much as this will also be a new experience for the teachers.

The expectation that teachers be prepared to participate in and even coordinate extra-curricular activities and/or recreational activities will present ideal situations in which student/teacher bonding can take place. One of the most powerful ingredients which can enhance this project's probabilities of success will be the forming of a **distinct identity** for the students of this school, who will have come to our school with similar backgrounds and will now develop similar hopes and dreams. A good school logo and attractive paraphernalia will aide in this process.

15) B Parent Involvement

The Choice Charter School, in relating to the parents of its student population, will follow the tradition that Choice Thru Education, Inc. has established since its inception: The program was born to address the needs of the community, therefor it belongs to the community. We wish for the families of our students to feel that this is truly their school. When a situation arises that demands the immediate attention of, and collaboration between the teacher and the parent/s, our faculty will be expected to go beyond the simple letter and/or phone call, and perform a home visit after class time to explain the issue in detail. We understand the anxiety that it represents to many immigrant families, to have to approach their child's school. For this reason we offer the relief of taking the first step. We trust that afterwards, as the relationship develops, the presence of the parents within our building will become a natural sight. Certain workshops and training's offered to students and or teachers could also include parents. Furthermore, a workshop specifically designed to encourage parental participation can be implemented.

15) C Relationship of the School to the Surrounding Community

Again the model to follow will be that which characterizes Choice Thru Education, Inc.'s long standing role within this community. Many adults in the neighborhood have utilized Choice's free services of ESL classes and GED preparation, the neighborhood children have enjoyed our open Halloween and other Holiday parties, and several agencies and community groups have utilized our space for activities free of charge.

This school will be a living resource and a center of knowledge for the entire community. Furthermore, as mentioned in question 10.A, our students will have the opportunity to perform community services through summer-jobs funded by other sources.
{Refer to 10.A and 2.B}

16) REPLICABILITY AND DISTRICT RELATIONS

A. & B. Replicable Educational Models: Refer to 1) B

While not specifically stated in the mission statements (s) it is hoped that a Charter School of the caliber of the one proposed would be a catalyst for urban school districts, such as Chelsea, to begin evaluation the comprehensive high school as we know it, and start the often difficult, but necessary task of reorganizing these same schools into entities which meet the needs of the students both academically and psychical. While there are many varieties of alternative education as we know it in a meaningful alternative way. Sadly, in urban centers, secondary public education is in great difficulty. The Choice Charter School is an effort to provide a truly excellent program for the children of Chelsea, and it accomplishes it task it would indeed be a model for systemic change.

It is not that the qualities for affective schools are unknown. It is the lack of determination and will be to implement the changes on a systemic basis. The implementation of the Educational Reform Bill will hopefully create change; the success of the Charter School needed by providing a basis of comparison will force change. As described in section 1A and 1B, the factors which insure success for at risk youth are not unknown, and can be replicated

- Smaller classes with low teacher/student ratio
- Personalized and individualized attention to students needs
- Vocational work related or community service component
- Remedial instruction or tutoring in basic skills
- Immediate feedback and rewarding student achievement
- Emphasis on developing special teacher and student cultures
and developing pride in the program itself as being something special
- Caring and committed staff
- A safe learning environment
- Personalized instruction
- Low student/teacher ratio and
- Program flexibility (i.e. hours and/or curriculum)
- Smaller classes with low teacher/student ratio
- Personalized and individualized attention to students needs
- Vocational work related or community service component
- Remedial instruction or tutoring in basic skills

- Immediate feedback and rewarding student achievement
- Emphasis on developing special teacher and student cultures and developing pride in the program itself as being something special

It will require a consenses from the communities, the school committees, teachers, and administrators, unions, and the Department of Education to insure replicability of what succeeds. (Refer to # 1A & B)

C. Rapport With District

Choice Thru Education, the sponsor of the Choice Charter School has been involved with alternative education for at-risk students for many years. It has during this time provided an academic program for pregnant and parenting teenagers, some of who would be eligible for admission into the Choice Charter School. In addition, Choice has recently begun classes for GED preparation for students that have been out of the public school system for an extensive period of time and who have indicated that they will not return to the traditional school for graduation. There is an extensive network of students who have benefited from these programs, as have their families. These programs will continue to be delivered by Choice as long as funding will allow. It should be noted that the Pregnant and Parenting Program for many years, been involved with the public school system. The Executive Director sat on the selection committee(s) to choose a new superintendent; to choose a new principal; to choose the sites of the new public schools. A member of the Choice staff sits on the weekly Student Support Team meeting at Chelsea High School. Choice staff members chaperon field trips and other events sponsored by the public schools.

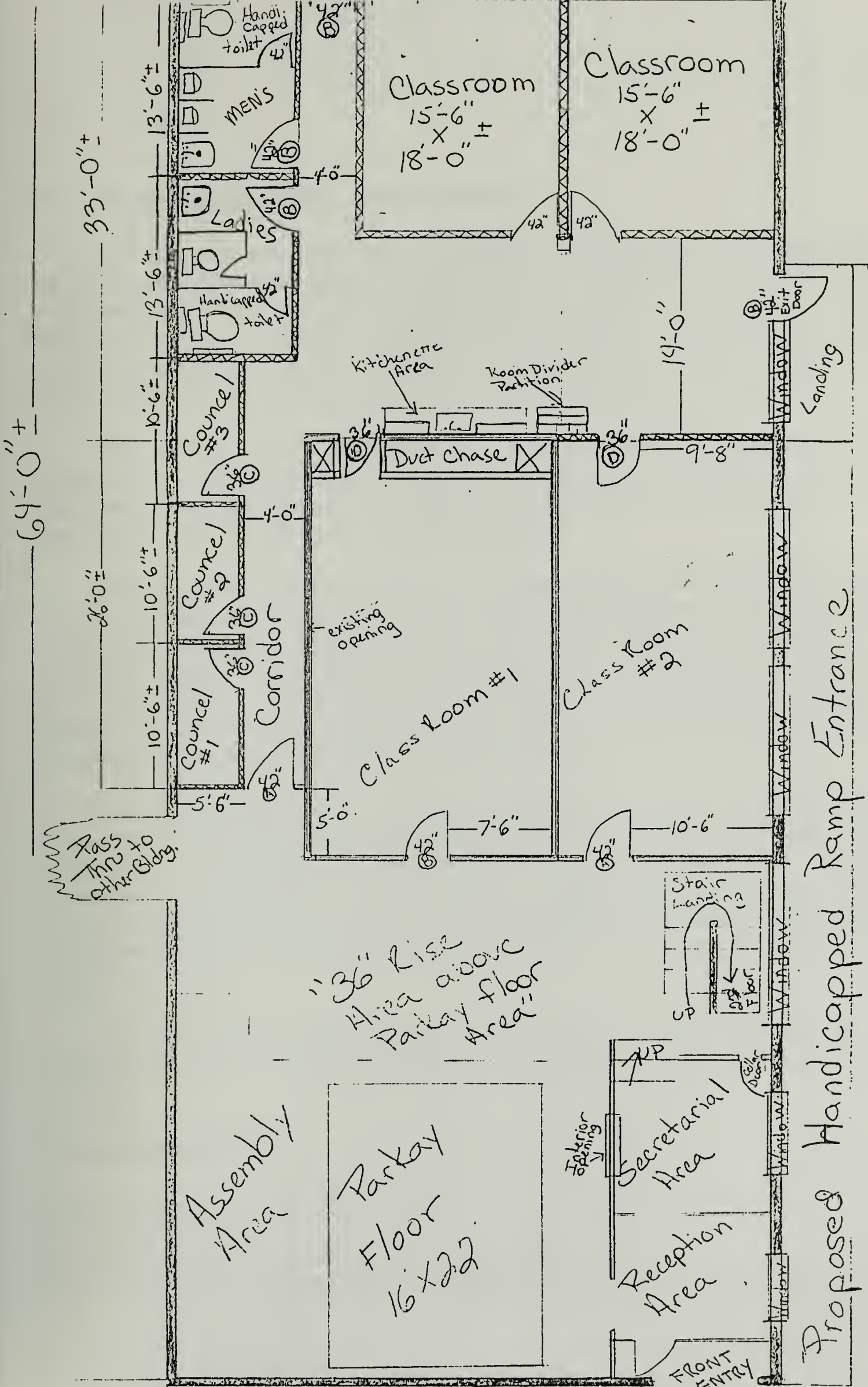
17) Refer to #5

- A. Choicc Thru Education, Inc. Is sole owner with no mortgage on its real estate.
- B. See attched floor plan;

Building needs some renovation, but would be adequate for 60 students. By the third year we will have renovated bsement, 6,000 sq. Ft. And will have plans for the addition of 1 or 2 floors. A preliminary feasibility plan has been completed with findings that building is structurally sound enough for 5 additional floors.

- C. Not applicable at current time.

D. With no mortgage, a long history of financial stability and fiscal responsibility, Choice would be great candidate for financing. Over the years foundatin grants provided us with a down paryment and renovation money. With a ten(10) year mortgage completed in 1991, Choice was never late with a payment.



Proposed Handicapped Ramp Entrance

SIDEWALK (Existing)

PEARL STREET

18) Choice Charter School Code Of Conduct

The Choice Charter School rules of discipline will be the same as the rules of society. They will be learned through experience, not by memorization. A handbook detailing the rules of conduct for students and staff at the Choice Charter School shall be prepared and distributed. The handbook will be provided to any person upon request and without cost by the Choice Charter School. Notwithstanding any general or special law to the contrary, all student handbooks will contain the provisions ascribed in Massachusetts General Law, Chapter 71, section 37H 1/2, a. Through e.

Drugs, alcohol or violent behavior will not be tolerated, but they will not necessarily be grounds of dismissal for a student. In certain situations, a student may be suspended for a day, he/she may be isolated and calmed down within the program, and, in some situations, peer group control may be an appropriate response to a problem. (See Judicial Board)

Perfect behavior is not an objective of this program. Improved behavior (and Skills), over time, will occur. All too often, schools of this nature can become fixated on control and discipline, to the neglect of everything else. Within the Choice Charter School, staff members will expect problems to arise and are prepared to deal with them, when they occur, in an individual manner for each student. Staff will be in frequent contact with the youth and his/her family, through home visits and other outside of school or in the community. This should allow for intervention measures to be taken, so that alternatives to disruptive/negative behaviors can be developed.

The Choice Charter School, unlike the traditional school system, will use the Judicial Board to impress on students the importance of acceptable behavior and the impact that unacceptable behavior has on peers and surroundings. Past experience with the Upward Bound Program has shown that the student that has been judged by peers demonstrates a willingness to accept the consequences of this/her actions through peer pressure. The Choice Charter School believes that the implementation of a Judicial Board, with full student and staff participation will serve to shape the character and the integrity of the school.

The following rules and regulations are set forth by Choice Thru Education, Inc. For the Choice Charter School. Any additional rules will be set forth and indicated in the student/staff handbook.

Student Responsibilities

Arrive on time for all classes and fields trips.

Participate and be prepared.

Return all books, materials and supplies in good condition.

Respect toward fellow students, staff and neighbors of the Choice Charter School.

Judicial Board

In order to insure implementation of the Code of Conduct and to address any infraction of the same, a Judicial Board shall be set up the first week of school. This board shall meet when necessary to discuss students who have committed infractions. The board shall have 6 members which shall consist of the following:

The Executive Director or designated representative (ex-officio), Principal Teacher, 2 Teachers, and 2 students (students representatives will be elected by the student body).

Classroom Policies

All students will be assigned to classes upon entrance to the Choice Charter School and will be expected to attend all classes regularly.

Students are expected to be on time and prepared for all classes.

The use of foul language and foul or abusive gestures will not be tolerate.

The use of radios, walkmans, beepers or cellular phones is not allowed during class hours.

Students are not allowed to wear clothing that promotes violence, profane, illegal, or abusive behavior.

Students who are absent will not be allowed to loiter inside the building, or on the immediate premises of the Choice Charter School.

Building Policies

All students will be required to sign in and out every time they enter or leave the building.

Students will be required to sign for all returnable materials.

Students are fully responsible for any loss or damage that they cause. Any vandalism, breakage, or loss of Choice Charter School property should reported immediately.

Students and/or parents will be billed promptly for any damages and the Choice Charter School will not be held responsible for any lost or stolen property.

Students will be allowed guests during non class hours. Students will be responsible for the behavior

*****General Policies*****

Smoke - Free Building

In compliance with Massachusetts State Law, the handbook will detail a policy prohibiting the use of tobacco products within the school building, the school facilities or on the school grounds, or on school buses by any individual, including school personnel.

19) SPECIAL NEEDS & BILINGUAL STUDENTS

After a detailed assessment of the skills of potential enrollees to the Choice Charter School (previously described), we will be prepared to accurately establish the quantitative need for Special Needs and/or Bilingual instruction that we may face. If the results of our evaluations reveal that of student population will meet the requirements.

It should be made clear however, that the Chelsea School District has already in existence, programs to satisfy these needs, thus leaving the District legally in compliance with Chapters 71A and 71B of the General Laws; and that parents of students with limited English - speaking abilities or Special needs who reside within the district have the right to approach the School Committee and demand that all the needs included in their children's IEP's be met. It is the School Committee's prerogative to offer referrals to alternative providers of any of these special services, or to recommend the services of the regular Public Schools. It should also be clarified that according to Public School regulations of the Charter Schools are not mandated to be prepared to offer every service required by a student's existing IEP. These important factors will be explained to the general public during our outreach/enrollment, and later to each parent of students who are either of Special Needs or of limited English-speaking ability, as they are identified.

Without wishing to be redundant, it should be stated once more that the Choice Charter School will be proud to offer the community of Chelsea a multilingual/multicultural staff, highly experienced in dealing with a variety of learning styles. This and the fact that the class sizes will kept within reduced limits, should make the learning environment of our school more flexible and better prepared to deal with certain learning environment of our school more flexible and better prepared to deal with certain learning barriers.

20) FUNDING

A. Start - Up Costs

Expenditures:

Salary - Prin./Teacher - March 15th, - Sept. 1,	
25 wks. @ \$500. Per wk.	\$12,500.
benefits @ 20%	<u>2,500.</u>
	\$13,000.

2 Teachers - June/July/August.	
@ \$400. Per wk.	<u>\$10,400.</u>
Total	\$23,400.

Phone/Fax	\$ 1,000.
Office Supplies	\$ 300.
Renovations	<u>\$25,000.</u>
Expenditures	\$46,700.

Income will include:

- State seed money
- Inkind from Choice Thru Education, Inc.
- Private fund raising

B. Fund - Raising

The Choice Charter School, although separate from Choice Thru Education, Inc. will have access to funders with whom the agency has established contact over the past 28 years. The principal, working in concert with the Executive Director will initiate immediately upon notification of approval an extensive outreach to funders. Based upon the past experience of members of the founding coalition, the projected amount to be raised from private fund raising is a conservative figure. We have already been in contact with several foundations regarding money for capital improvements on the building.

C. Budget Explanation

It appears that the Choice Charter School can be fiscally viable. We have purposely not balanced expenditures and revenue in order to prevent dependence on entitlements and grant money. Although it is expected that monies from Special Education and Chapter I will be forth coming, until the issue is clarified we have minimized the revenue and according the expenditures. As can be seen by the projected 5 year budget, the school will be solvent for all 5 years.

21) TRANSPORTATION

A. Plan Within District

Students of the Choice Charter School must be residents of Chelsea, a populous but geographically small city. "Choice Thru Education, Inc" is located in the center of the city. Transportation will be provided by the Chelsea School Department as its plan applies to all students.

B. Plan Outside Of District

Students from outside the district are eligible for admission to the Choice Charter School as this proposal is written. If, for any reason, the enrollment of the school drops below the projected level, students from outside the district will be petitioned to apply. Transportation for those students will be provided by a student MBTA pass, and for extended day and evening programs, as indicated in section C.

C. Plans - Extended Day

There are no extended - day programs written into the present proposal. Students in the Choice Charter School will be enrolled in afternoon and evening programs at "Choice Thru Education" which transportation to and from home is not provided, but is provided for specific events. Again, it should be noted that the City of Chelsea encompasses two square miles of space and so the school is easily accessible for the students.

If, as noted in section B. of this plan, the enrollment of the schools drops below the projected numbers and students from out - of district are recruited, their after-school transportation will follow the state and district transportation regulations.

Charter School Operating Budget
Five Year Projection

DESCRIPTION	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999
REVENUES	48 Students	60 Students	75 Students	89 Students	105 Students
Per Pupil Tuition Revenue	215,808	284,820	374,850	467,161	577,500
Students Entitlements	28,000	32,500	39,000	45,000	50,000
Grants	25,000	25,000	35,000	35,000	35,000
TOTAL REVENUES	268,808	342,320	448,850	547,161	662,500
EXPENSES					
<i>Direct Student Costs</i>					
Transportation	6,000	8,250	10,312	12,237	16,000
Supplies	8,000	10,908	13,695	15,000	20,000
Computers and Materials	7,000	7,000	7,000	10,000	15,000
Field Study	4,800	6,000	7,500	9,000	14,000
Insurance Expense	6,000	6,300	7,000	7,500	9,000
Total Direct Student Costs	31,800	38,548	45,607	51,737	74,000
<i>Personnel:</i>					
Principal/Executive	38,000	39,500	40,500	41,500	44,000
Teachers	84,000 (3)	116,000 (4)	147,500 (5)	229,500 (6)	245,000 (7)
Clerical	9,000	9,500	22,000	23,500	25,000
Counselor	15,750	17,000	34,000	35,500	69,500 (2)
Benefits	29,350	36,400	48,800	66,000	76,700
Staff Development	3,000	3,000	4,000	5,000	10,000
Total Personnel	179,100	241,696	296,300	401,000	470,200
<i>Occupancy:</i>					
Rent	18,000	19,000	20,000	30,000	35,000
Mortgage					
Maintenance	3,000	3,300	3,000	4,500	5,500
Utilities	7,500	8,000	8,500	9,000	10,000
Janitorial Supplies	500	500	500	7,500	1,000
Total Occupancy	29,000	30,800	32,300	44,225	51,500
<i>Office:</i>					
Supplies	1,200	1,500	1,800	2,100	3,000
Equipment Rental/Maintenance	1,500	1,800	2,100	2,400	3,000
Telephone/Communications	2,500	2,900	3,300	3,700	4,100
Accounting & Payroll	3,000	3,750	3,750	4,400	5,100
Printing & Copying	1,000	1,200	1,400	1,600	1,800
Postage & Shipping	500	600	500	800	900
Total Office	9,700	11,150	12,850	15,990	17,900
<i>Other: Educational Supplies</i>	7,500	12,000	14,500	18,000	23,000
Miscellaneous	8,500	11,150	10,500	11,000	15,000
TOTAL EXPENSES	265,600	323,898	412,557	540,962	651,600
EXCESS (or DEFICIENCY)	3,208	18,422	36,293	6,199	10,900
BEGINNING FUND BALANCE		3,208	21,630	57,923	54,122
ENDING FUND BALANCE	3,208	21,630	57,923	54,122	65,022

SUSAN S. CLARK
P.O. BOX 1153
KENNEBUNKPORT, ME 04041
(home) 207-967-5640 - (work) 617-884-4706

EDUCATION

SMITH COLLEGE, Northampton, MA
B.A., 1965

BOSTON UNIVERSITY, Boston, MA
M.Ed,

MANAGEMENT EXPERIENCE

1967 - PRESENT

EXECUTIVE DIRECTOR: CHOICE THRU EDUCATION, INC.,
a non profit educational and social service agency
located in Chelsea, MA

- Responsible for the administration of federal,
state, local and privately funded programs.
- Supervisory responsibility for 30 professional and
non-professional staff personnel.
- Proposal and Program development including
responsibilities for raising approx. \$750,000 per
year in competitive fund raising.

1977 - 1981

BEAR HILL LUMBER COMPANY, Hollis, ME
Responsible for administration of lumber company
including financing and accounting. Personnel
policies including payroll and benefits,
negotiated insurance policies, trucking contracts
and sales.

1978 - 1993

WEBHANET WOOD, INC., Kennebunk, ME
Twenty lot Real Estate development in Kennebunk,
Maine. Fully responsible for overseeing
engineering for roads, water, sewer and utilities.
Sales, financing, and management of total project.

1991 - 1992

BROADWAY NATIONAL BANK, Chelsea, MA
Consultant to Broadway National Bank, developed
and implemented Community Reinvested Plan.

REFERENCES AVAILABLE UPON REQUEST

DANIEL CLAUDIO VIGGIANI
35 Louis Street, 2nd fl
Chelsea, Ma 02150
(617) 884-7460

SUMMARY OF QUALIFICATIONS :

- * Multilingual - Completely bilingual
(read,write,speak) Spanish/English
(read,speak) French and Portuguese
- * Trained in counseling techniques through courses dictated by the Commonwealth of Mass.
- * Experienced in conducting Job Seeking Skills workshops.
- * Knowledgeable in Common and International Law.
- * Trained in Public Speaking and Debating.
- * Excellent administrative skills.

EDUCATION: University of Rosario, Rosario, Argentina
1980-1985 Licensed Political Scientist.

PROFESSIONAL EXPERIENCE:

- 11/92 - Choice Through Education, Inc. Chelsea, Ma
Senior Counselor GED Prep Instructor
Focus is on adolescents who are deemed at risk of failing in or dropping out of school, who place themselves in potentially hazardous situations such as gang involvement, substance abuse and other illegal activities, or who may even harm themselves physically. Students who have already abandoned and lost interest in high school have the option of being prepared for their GED through the program which I coordinate and co-teach. Combining standard GED Prep text books, high school text books, and lessons which we prepare based on real-life situations, students ranging from 16 to over 40 have benefitted from our quick paced and effective training.
- 10/91 - Dreams and Plans Program at Chelsea High School.
11/92 Chelsea, Ma.
Outreach Counselor.
Sought out seriously truant students in the streets or in their homes, assessed their needs, conducted individual and group counseling sessions, made referrals for other services when necessary, involved the students' families as closely as possible, monitored progress.
- 11/90 - Chelsea's Commission on Hispanic Affairs, Chelsea, Ma
10/91 Community Organizer.
Helped to keep this organization's accomplishments in advocacy and community organizing in the public eye. I assisted the sub-committees in carrying out the Commission's agenda, which included areas such as:

Bilingual Education, Youth Leadership Development,
Parent Organizing around issues of education, Voter
Education, Police Brutality and Affirmative Action.

1/89 - Massachusetts Rehabilitation Commission, Boston, Ma
11/90 Vocational Rehabilitation Counselor.

2/88 - The Boston Globe, Boston, Ma
12/88 Assistant Branch Manager

11/87 - Housemaids, Inc.
12/88 Manager

Hannah Peters Haynes
9 Glazer Road
Newton, MA 02159
(617) 630-0045

OBJECTIVE: To obtain a position in the field of education, either in teaching, educational administration, or human service management.

EDUCATION

Boston University, School of Education, Boston, MA
Ed.D program, Department of Administration, Training, and Policy
Studies-tentative graduation May 1994.

Boston University/Chelsea Partnership, Chelsea, MA
principal intern, 1991-1992

State College at Boston, Boston, MA
M.Ed. Elementary Education, 1968

Boston University, College of Liberal Arts, Boston, MA
B.A. English Literature, 1964

EXPERIENCE

Intergenerational Literacy Project, Boston University, September 1993 to present; administrator-early childhood component, teaching assistant, researcher.

CHOICE Thru Education, September 1993 to present; tutor, grant writer.

CHOICE Thru Education, summer 1993, teacher of math and science

Boston University/Chelsea Partnership 1992-1993, lead teacher in Early Childhood program responsible for Extended Day program

Boston University/Chelsea Partnership summer, 1992
administrator, Early Childhood Education Program

Companion, Alzheimer's patient (1991-1992)

Nantucket-Quaise Day Care Centre and Pre-School, Inc. (1975-1990).
Founder, owner, director-teacher of comprehensive pre-school and day care program with two locations serving children ages 2-12

Nantucket Public Schools (1966-1975)
Teacher, grades six and three

Boston Public Schools (1965-1966)
Substitute teacher

Brookline Public Schools (1964-1965)
Substitute teacher

CERTIFICATIONS: Elementary education, K-8, life
Principal, pending

HONORARY ORGANIZATIONS

Phi Beta Delta-Society of International Scholars

INTERESTS

-conservation, music, running, squash, interior decorating

REFERENCES

-Available on request

David Diaz

7 Bradley Street • Somerville, Massachusetts 02145 • (617) 776-6011

Objective: To utilize my educational and employment experience in an academic and community based program involved in the development and enhancement of youth.

Education: University of Massachusetts, Amherst
Bachelor of Arts in Political Science and History
• September, 1993.

Experience: Chelsea High School Chelsea, MA.
Occupational Education Assistant
Duties include the provision of educational assistance to Chelsea High School Occupational Education students under the supervision of a classroom teacher. Conduct both class and tutorial sessions for individual students and small groups. Assist the Special Populations Coordinator in the administration of vocational aptitude testing and in the development of individual occupational plans. Outreach to individual students at-risk or involved in paid or unpaid vocational internships.
• January 1994 - Present

University of Massachusetts Amherst, MA.
Division of Continuing Education
Administrative Assistant
Provided information and referrals to students interested in enrolling in U. Mass. graduate programs. Maintained control of various accounts and verified job billings for the Division of Continuing Education. Provided miscellaneous office assistance such as data entry, receptionist, filing, and xeroxing.
• April 1993 - September 1993.

University Controllers Office Amherst, MA.
Accountant Assistant
Assisted the Assistant Controller in the supervision of restricted gift accounts and the verification of private and federal grants for the Commonwealth's Higher Education System. Responsible for revising Accounts Payable, updating current accounts, and reconciliation of federal contracts. Maintained correspondence and handled confidential material.
• June 1992 - April 1993.

Related Skills:

- Fluent in Spanish and familiarity with Russian.
- Software experience in Lotus 1-2-3, Word Perfect, Microsoft Word.
- Strong interpersonal, written, and oral communications.
- Excellent analytical skills.

Activities: Member of Hispanic Church Youth Group. Enjoy reading, soccer, jogging, and swimming.

References: Available upon request.

GLORIA E. QUIGLEY
80 Garfield Ave.
Chelsea, Ma. 02150
Telephone 884-2426

PROFESSIONAL
OBJECTIVE:

To obtain a full-time teaching position with Special
Needs Students.

EXPERIENCE:

1983 to
Present:

High School teacher serving as teacher of a Substantially
Separate classroom.

Summers of
1980 & 1982

CHOICE THRU EDUCATION, Chelsea, Ma., at TUFTS UNIVERSITY,
Medford, Ma.
Position: Upward Bound Teacher.

1979 to 1980

CHOICE THRU EDUCATION, Chelsea, Ma.
Position: Alternative classroom teacher for problem
adolescents.

1978-1979

SALEM HIGH SCHOOL, Salem, Ma.
Position: Teaching assistant in resource room.

1956 to 1959

PUBLIC SCHOOL SYSTEM of Saugus, Ma.
Position: Severe special needs teacher. Developed and
implemented this pilot program.

1955 to 1956

PUBLIC SCHOOL SYSTEM of Norwood, Ma.
Position: Substantially Separate Classroom teacher.

EDUCATION:

1982 to

UNIVERSITY OF MASSACHUSETTS, Boston, Ma.
Masters Degree in Education (Moderate Special Needs)

1979 to 1980

LESLEY COLLEGE, Boston, Ma.
One year in Masters program for special needs education.

1951 to 1955

STALEY COLLEGE, Brookline, Ma. B. A., 1955
AWARDS: Member of Who's Who Among Students In American
Colleges & Universities: Academic Key for
High Scholastic Attainment.

CERTIFICATIONS:

General Certification: Commonwealth of Massachusetts
No. 12557.
Moderate Special Needs Kindergarden thru 9th Grade.

ACME
BOOKBINDING CO., INC.

OCT 7 1997

134 LINDSEY STREET
CHICAGO, ILL. 60604

